SAYING GOODBYE
Draeger's closes after 52 years page 3

The Shakerite

WINTER ROUNDUP
See how Shaker teams fared at States page 15

March 23, 2005 · Volume 75 · Issue 7 · Shaker Heights High School · 15911 Aldersyde Drive · Shaker Heights, Ohio 44120

Discovering your tune in life

• Students consider music as future career

By Robert Abrams
STAFF REPORTER

Like most people, when junior Lavinia Pavlish goes to college, she will be doing a lot of writing. But, unlike most, Pavlish won't be writing so many words.

"[Music is] the purest form of expression, and the most beautiful kind of art," said Pavlish, a violinist in Cleveland Orchestra Youth Orchestra and the Contemporary Youth Orchestra, who plans on majoring in composition. She has been playing violin since she was 3 years old.

Music has long been praised as a great way to stimulate and strengthen the brain. Statistics show, however, that the number of people earning sufficient money from musical professions is very low. According to the Occupational Employment Statistics of November 2003, there were about 9,550 music directors and composers employed in the United States (excluding those who were self-employed), with a mean salary of $42,960 for a 2,080-hour work year. The same report stated that 50,750 Americans were employed as musicians and singers with a mean salary of $51,450 per year.

Despite the odds, several musical students in Shaker, including junior cellist Michael Kaufman, are so committed to their instruments that they end school at 12:30 p.m. so that they have more time to practice and play in various musical groups. Kaufman plays at the Cleveland Institute of Music from 12:30 p.m. to 4 p.m. and spends three to four hours practicing every weekday.

SEE **MUSIC** PAGE 13

JUNIOR LAVINIA PAVLISH practices her violin, which she named "Mike." Pavlish, who is considering pursuing a career in music, has been playing the violin since she was 3 years old.

Hilry Hazelwood • THE SHAKERITE

CRUISING WITH SHAKER'S FINEST

Jason Plautz • THE SHAKERITE

POLICE OFFICER PAUL Rypinski drives his squad car during the day shift. He has worked for the Shaker Heights Police Department for 11 years. Rypinski arrives at work daily at 4:40 a.m. to work out before his shift begins.

Wanna heighten your awareness of police procedures?
You'll have to wait until you're 21, and you'll have to keep your nose clean. After that, you can apply to the Shaker Heights Citizens Police Academy, a free, 12-week course sponsored by the Shaker police and fire departments. You can learn about gun safety or the K-9 unit, see the SWAT team in action or ride along in a police cruiser. To apply, visit www.shakeronline.com.

By Jason Plautz
CENTERPIECE EDITOR

I knew the day was going to be interesting when it began with a man waving a knife in front of Lomond School.

Officer Paul Rypinski responded swiftly, putting the school on lockdown and ordering other cars to set up a perimeter around the threat. "228, do you have eyes on the male yet?" he called. "Yes," came the reply. "He's waving the knife, pacing, shouting something." Parents were beginning to get testy. The call came from another car: "The male is cutting his wrists. We're moving in to subdue him." The man dropped his knife and was taken into custody. Rypinski breathed a sigh of relief and leaned back in his chair. This was just a desktop training exercise, but someday it could be real.

Rypinski

I arrived at the Shaker Heights Police Station at 6:30 a.m., a full 150 minutes after Rypinski likes to get to work. I got downstairs in time to hear the officers for that day's shift discuss the events of the past day. "Quiet night for A platoon," was the final summary, and the officers cleared the desk. Then came the desktop exercise, a weekly practice that teaches the officers how to deal with any situation. "We have to be able to handle it all," Rypinski said.

At 7 a.m., the roll call broke up and I followed Rypinski out to car 24. The inside looked like an airplane cockpit, with computer screens and radio devices covering any free space in the front. Directly behind my shoulder were the two large rifles the squad cars are equipped with for emergencies. Rypinski and I drove to Warrensville Center Road and Shaker Boulevard to watch for cars running red lights. Rypinski warned that on the day shift, I shouldn't expect too much action.

> "When most people get a good night's rest, it means I'm out there doing my job."
>
> Paul Rypinski
> police officer

SEE **POLICE** PAGE 13

Dancers take court at Gund, perform pre-game routine

By Marguerite Moore
EDITOR IN CHIEF

Cavalier Girls, move over. Shaker has taken the floor.

On March 15, 130 dancers from the Studio J Academy of Dance performed at Gund Arena when the Cleveland Cavaliers played the Utah Jazz. They danced in the pre-game show to five different songs, including "Pass That Dutch" and "Let's Get It Started."

The team includes dancers from the Shaker and Mayfield Heights studios, ranging from first graders to high school students. Of the 23 who train at the Shaker location, most are Shaker students. The team held weekly practices for an hour and spontaneous rehearsals to prepare.

"This is our third year doing it," said choreographer Marybeth Chordas. "We got the chance through knowing some people at the Cavs. We were asked back each year because we were organized and professional."

"It went so well," sophomore Kelsey Ekeberg said. "Everyone was on point. It was really nice to be on the floor and look up and see the fans."

On the line

What is your primary motive for donating to Harvest for Hunger?

73% • Out of the goodness of your heart
13% • Minor incentives such as extra credit
12% • You don't give to Harvest for Hunger
2% • Your friend is in YEH

Scientific poll of 84 students with a margin of error +/- 11 percent. Shakerite staff telephoned students.

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Think all you need for a good report card is to ace your history test? Think again, at least if you're moving to Texas, where state senator Leticia Van Depute wants schools to include students' body mass index on his or her report card. Local reaction has been mixed, but the high school's nurse, Paula Dworkin, said putting BMIs on report cards could be confusing, because different values mean different things depending on the child's age. "The information needs to be given to parents, but not on report cards," she said.

Walgreens scoops Draeger's out of the way

•Old-fashioned sweets shop closing to build third pharmacy at Van Aken Plaza

By Adam Weinstein
NEWS EDITOR

The candy shop populates the daydreams of little kids. It's a classic American institution, an ice cream and chocolate store that brings nothing but smiles.

In the movies it's almost always a mom-and-pop shop with two grandparents behind the register. Today, most of these shops have gone out of business, replaced by candy aisles in chain grocery stores and bulk candy businesses in suburban malls. Shaker, however, always had Draeger's. When you walk into Draeger's, you step back into the '50s. You don't have to wait in line for your order; you take a seat and are served your treat. The old-fashioned atmosphere prevailed because Marvin and Bette Draeger tried to maintain the hometown ambiance of 1953, the year they opened the shop. Gerry Draeger and her husband Fred, who is Marvin and Bette's son, now own the shop. Fred has been working there since he was 9 years old.

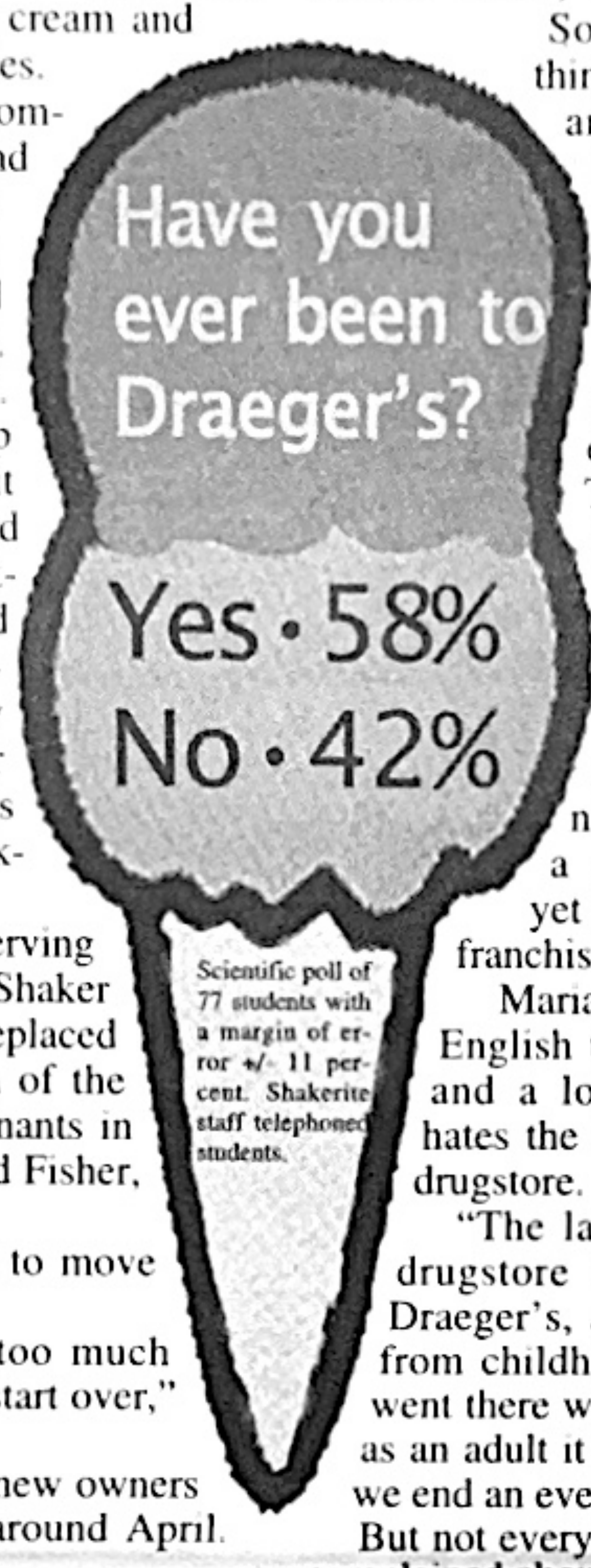
But this summer Draeger's won't be serving cool ice cream to kids on a hot day. The Shaker landmark is going out of business, to be replaced by a Walgreens drug store. The addition of the drugstore will also push out four other tenants in Shaker Plaza, which is owned by Wald and Fisher, a real estate and development company.

Gerry said that they have decided not to move the business to another location.

"At this stage of our lives it's just too much physically, emotionally and financially to start over," she said.

They were planning to sell the shop to new owners in four years. Now they will be closing around April. Gerry Draeger feels they are not alone.

"They're losing one more independent mom and pop business and the charm and personal touch. We've seen it happen to other stores," she said.



Some feel the last thing Shaker needs is another chain. Walgreens will add a fifth pharmacy in Shaker Heights. That will make one pharmacy for every 5,881 people. The Shaker Plaza area already has two pharmacies - Medic Drug and Rite Aid.

The question for the community is why give up a unique shop for yet another corporate franchise?

Marianne Schwartz, an English teacher at Shaker and a longtime resident, hates the idea of losing Draeger's for yet another drugstore.

"The last thing we need in Shaker is another drugstore or pharmacy. I have always loved Draeger's, as it is a part of my fondest memories from childhood days to present. As a young girl I went there with family, as a teenager with friends and as an adult it has always been the special place where we end an evening," she said.

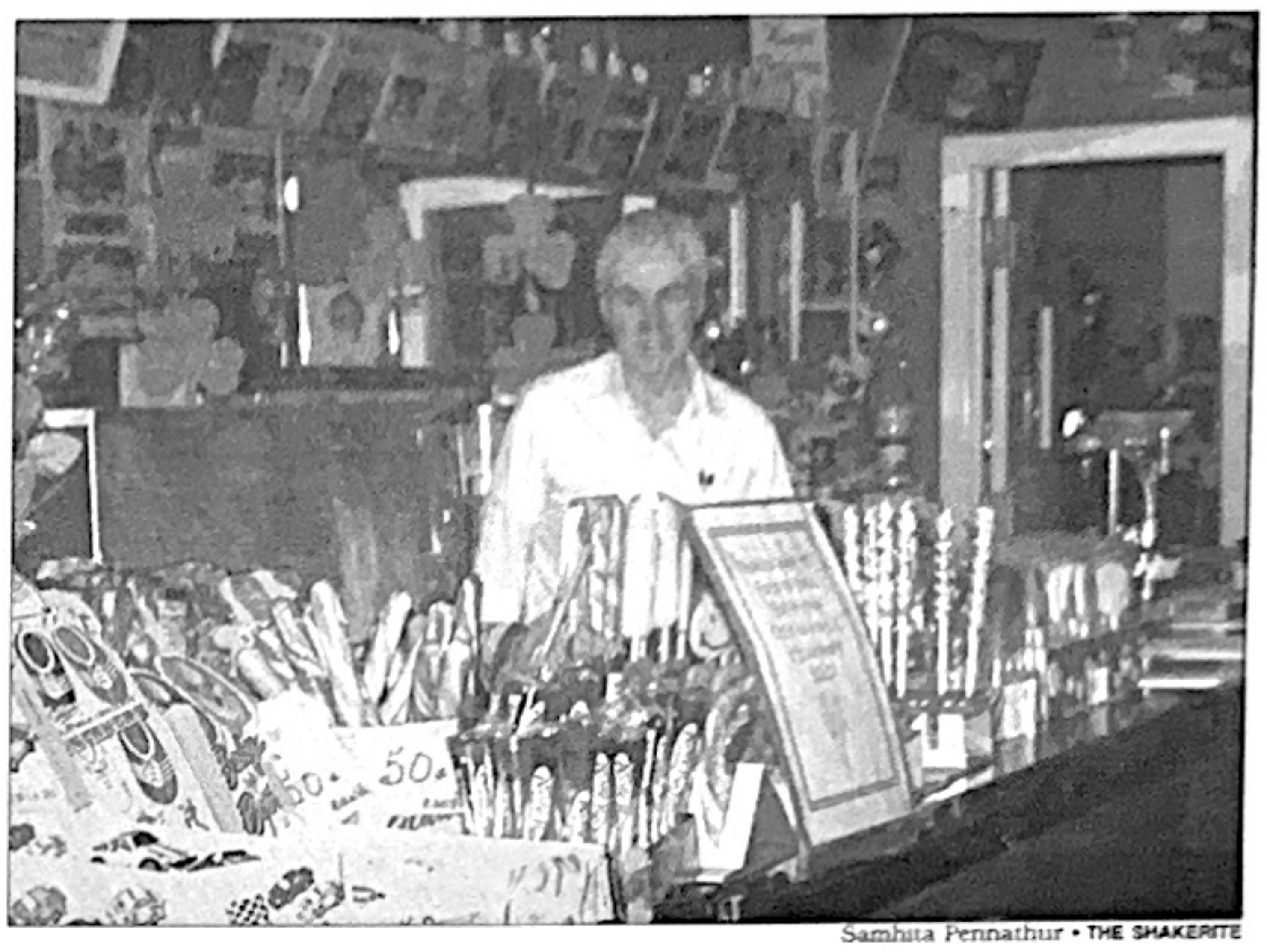
But not everyone is upset. Sophomore Nick Hardaway complained about Draeger's atmosphere.

"The first time I went, [Fred] got really upset, like 'If you're not going to buy it please leave,' " said Hardaway, adding that the store was also uncomfortably empty.

"I feel like a lot of people that used to go to him, don't go to him because there's newer places."

Hardaway said he had read about plans to build an East Coast Custard franchise at Shaker Square. Schwartz seems discouraged by this trend of chains overpowering small businesses.

" It was these very places that allowed us to walk in, be greeted by name and be treated as honored, long-term customers. I can't imagine that Walgreens will care about the individual customer. It will be all about profits."


Samhita Pennathur • THE SHAKERITE

FRED DRAEGER STANDS at the counter of Draeger's, a popular sweets shop at Shaker Plaza that has been in business since March 1953. Draeger's is set to close in April and will be replaced by a Walgreens with a drive-through pharmacy.

Students give food in return for credit

By Liz Kantor
ARTS EDITOR

It's that time of the year again. The time for giving from the bottom of your heart. Giving to the less fortunate. Giving to your GPA.

Harvest for Hunger is a month-long food drive supporting local food banks. The donations help more than 19 counties in Ohio. Last year the high school raised about $3,000, the second largest donor in the Cleveland area.

Some students give for extra credit instead of that warm, fuzzy feeling of pure charity.

Science teacher and YEH adviser William Scanlon gives one extra credit point for every can or $1 donation, with a maximum of five points. He offers extra credit because "it's for a good cause; a little extra credit's not going to hurt."

"I donate $5 for five extra-credit points," sophomore Celeste Duval said.

Duval donates to help too.

Scanlon said donating only to receive extra credit is "lame."

"They should be doing it for the internal rewards," he said.

Math teacher Robin Snyder does not offer extra credit points for YEH donations. "The young have a lot to learn," she said, "and you're never too young to start giving."

This seems to be a recurring theme in student's giving to Harvest for Hunger.

"Teachers should make it more apparent that [YEH is] collecting," junior Laura Spiegler said.

Teachers give different numbers of extra credit points depending on how much food or money is donated. Arsham offers students up to 18 points of extra credit. A student gets one point for one "Super Six" item, three non-"Super Six" items or $10.

Yet some teachers don't believe that extra credit should be offered.

"You should do something out of the bottom of the goodness of your heart," Snyder said.

However, the incentives affect if and how much students donate.

"[I donate more] because I want the extra credit," freshman Courtney Johnson said.

Scanlon believes that it's a mix of students who donate only for the extra credit and who do it to help out.

"Some do it strictly for extra credit. Some do it because it's the right thing to do."

> "It's for a good cause; a little extra credit's not going to hurt."
>
> William Scanlon
> science teacher and YEH adviser

Super six food items

(1) tuna
(2) peanut butter
(3) baby food
(4) canned beef stew
(5) canned vegetables
(6) pasta

Remembering Coach Richard

By Emily Grannis
EDITOR IN CHIEF

"You can't run through osmosis!" track and cross-country coach Charles Richard used to tell his runners. "The only way to run fast is to run fast."

Richard, a retired physical education teacher who retired from coaching after last season, died Feb. 26 from cancer. During his career as track and cross-country coach, Richard was named LEL coach of the year twice, when his team won the conference in 1985 and '98.

Richard

"I noticed this year how . . . much I miss him," said cross-country team captain Alex Buchheim, a senior.

Buchheim and senior Eric Kramer ran for Richard for three years.

"He didn't compliment people that much, but when he did, it meant a lot," Kramer said.

Junior John Robenalt said that though Richard was strict, he trusted and encouraged his runners.

"He just had this great coach-like attitude. Like he was proud of you but he said there was always room for improvement."

Science teacher Roderick MacLeod took over coaching cross-country for Richard this year and described him as "easy to talk to, friendly and always concerned about how the kids were doing.

A competitive high jumper in high school, Richard trained for the Olympics until a spine injury ended his running career.

However, Shaker runners say they didn't know about Richard's achievements until after his death.

"I had no idea he was such a great runner," said senior David Toppston, who trained with Richard for both track and cross-country.

Buchheim also emphasized that Richard encouraged his athletes to run for themselves and did not talk about his own accomplishments.

"I knew he did run back in the day," Buchheim said. "[But] he never used that as a reason for why we should listen to him."

Richard's survivors include his wife, Val, and children Adrienne '92, an art teacher at Shaker Heights Middle School; Carolyn '98; and Lauren '00. Contributions can be made to the Hospice of the Western Reserve.

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CLUB MAKING FOR DUMMIES®

• Most students are involved in some extracurricular activity, be it theater or track. The Shakerite looks at how to add your idea to Shaker's extensive repertoire.

#1 HAVE AN IDEA AND FIND PEOPLE WHO LIKE IT

The first step is coming up with an idea and finding other students who want to join. Sophomore Anastasia Frank, head of the rules and clubs committee for Student Council, said applicants must have a faculty adviser, at least 20 interested students and a meeting time and place.

"The club idea has to be original," she said.

One new club this year is the Shaker Heights Business Club. Junior Holden Gibbons, one of the founding officers, said he and his fellow officers wanted an outlet to discuss business outside of a class. Business teacher Larry Gold is the adviser.

"Mr. Gold was really looking forward to it. He was really excited to work with kids who wanted to make business fun," Gibbons said. "We're hoping to gain our footing this year and join the [Future Business Leaders of America] next year."

“The club idea has to be original.”

Anastasia Frank
head of rules and clubs committee

#2 PRESENT TO STUDENT COUNCIL

The next step is meeting with Student Council. Frank explained that applicants make a short presentation to the full council, which includes all grades, and then answer any questions that council members have. She said that only two clubs have applied this year, a rate nearing the average of three or four ideas a year.

Sophomore Niranjan Kumar made the presentation for the Business Club in the middle of February. He felt the process was very straightforward.

"I explained the main aim of the club. It was quick, maybe two or three minutes," Kumar said.

“I explained the main aim of the club [to Student Council]. It was quick, maybe two or three minutes.”

Niranjan Kumar
vice president of the Shaker Heights Business Club

#3 STUDENT COUNCIL VOTES

The final step is getting approval from Student Council. Members take a preliminary vote. If anyone votes no, the council debates the merits of the club and then takes a second vote. Frank said that a simple majority determines whether the club is approved or rejected.

Shaker Heights Business Club and Yoga Club, the other new organization this year, were both initially rejected. Kumar explained that he didn't get approval because he didn't bring a list of interested students. However, he said that they were allowed to hold a preliminary meeting, which drew approximately 25 students. He returned and received final approval the week of Feb. 28.

"Student Council told us we needed 20 people, so we were hoping for that. We were pretty surprised [when 25 students showed up], but it was good," Kumar said.

“We're hoping to gain our footing this year and join the FLBA next year.”

Holden Gibbons
webmaster of the Shaker Heights Business Club

Compiled by Lauren Weiss

DIFFERENT CLUBS FOR DIFFERENT TIMES

1970s

Courtesy of the Gristmill

RIFLE CLUB AND the Boosters pose for their yearbook photos. The Boosters were hall monitors who issued demerits.

1950s

Courtesy of the Gristmill

1920s

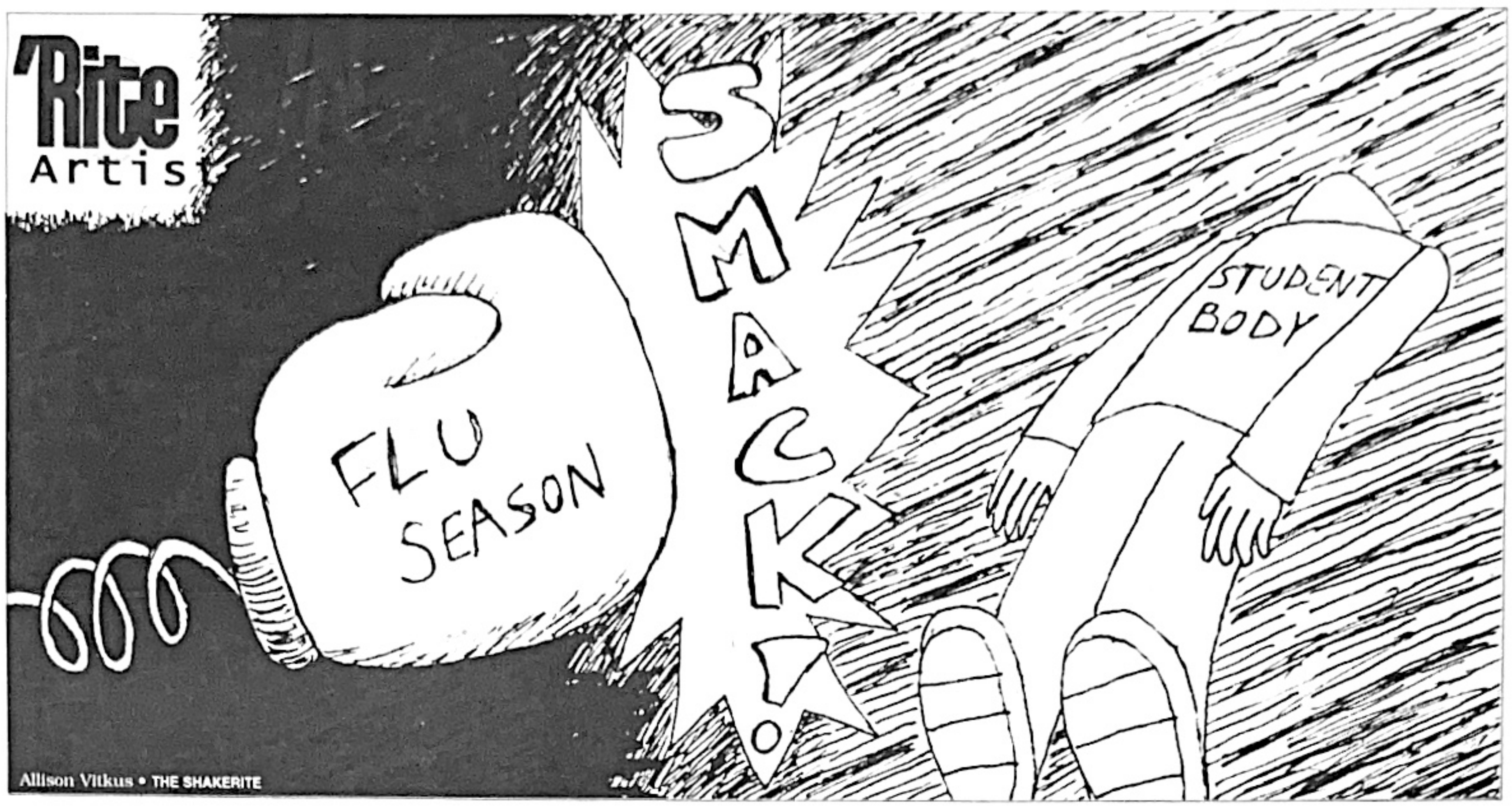
Courtesy of the Gristmill

THE GIRLS' FRIENDSHIP Club poses for its 1922 yearbook picture. These girls organized events such as mother and daughter teas and fashion shows.

PETA Problems >>>

You got a problem with that?

It looks like J Lo has a new enemy: PETA. The animal rights activist group has denounced the star's new Sweetface clothing collection that debuted last month. Their complaint is that real animal fur is used in her designs. PETA argues that there is no reason why she shouldn't use faux fur, which has become popular with many designers. The group has created a website against J Lo's fashions, which includes gruesome details on how fur clothing is made and encourages consumers not to buy her fashion line.



Allison Vitkus • THE SHAKERITE

Goodbye quality TV, hello trash

the 'Rite Idea

It's America's guilty pleasure. Reality TV, fueled by ridiculous ratings, strives to push limits and disgust audiences. "Fear Factor," NBC's hit reality show, features contestants who eat insects. This is reality? When was the last time you ate worms?

Art has been abandoned in the networks' efforts to satisfy America's desire to see other people humiliated, made over, fired and even dumped. It is insulting that the producers of these shows hold such low opinions of the American people.

More alarming, however, is our shameful drive to indulge them by tuning in faithfully to hours of their mindless creations, thereby only proving them right – Americans really are unscrupulous voyeurs, greedy for ever more potent glimpses of insult and injury.

Reality TV is not the only culprit. Most recently, Fox went overboard promoting the lesbian kiss on "The O.C." The ploy was a sure ratings grab— what heterosexual teenage male wouldn't tune in to see two young actresses lock lips? "Desperate Housewives" is one of ABC's breakout hits this season, but it is also one of the most watched shows . . . among men. "Housewives" is simply exhibit A for the argument that sex sells.

Ten years ago, a show like that wouldn't even have made it past the planning room, but now it's ABC's ratings darling. Producers know that if they use sex, humiliation tactics or controversial topics people will watch; and if they *combine* any of those things, they'll enjoy instant success.

At least when our children come home looking for "The Cosby Show" to find "Mary Kate and Ashley's Wet and Wild Adventures," we won't be surprised. The only way to stop this sharp decline in TV is to not encourage producers to come up with new crap; in other words, DON'T WATCH!

Reality Chart

Common types of annoying classmates- which ones are in your classroom?

Type	Characteristics	Where you'll likely find them
The Space Violator	Their feet are constantly on your desk, tapping, kicking off your books, often with their knees on your posterior, even when you ask them to stop, old habits die hard.	Right behind you or next to you.
The Aeronautical "Expert"	The Usually they can be found throwing things around the room - pencils, paper, and other UFOs; often they'll be aiming for the trashcan but somehow manage to hit you in the head.	Anywhere in the room— usually in relation to Tongue Lashers or Whiners to place them in their projectile path.
The Absentee	What else? They're never there (although sometimes that's for the better). And when they do decide to show up they're usually grubbing for your notes - while you're taking notes	Anywhere but the classroom
The Whiner	Know anyone who loves to tell their life's story to anybody trapped in the room with them? You've got yourself a whiner— they can often be heard saying, "no one understands what it's like to be me."	Most likely in the middle of the room so as to best project their misery.
The Tongue Lasher	Be careful! They're a time bomb, and you may be their next victim! They'll lash out verbally on anyone for any reason, often sticking their nose where it doesn't belong in the first place	Usually in the front so that they can turn around to belittle you.
The Curve Killer	Teachers love them, classmates hate them— they're the students who consistently get 100 percent on their tests, and sometimes even higher.	They'll likely hide humbly in the corner to avoid resentment— unfortunately it's a hot spot for cheaters as well.
The Closet Cheater	The classmates who always cheat but never get caught. Their academic credentials are also usually quite high— wonder why?	As far from Tongue Lashers as possible— near fellow cheaters or Curve Killers
The Camper	Even when it's 15 degrees outside in the middle of January these classmates never stop talking about camp. Best not to encourage conversation.	Often near the Snoozers, although sometimes they prefer to be near the Whiners so they can swap stories.
The Heritage Warrior	Whatever you say you're bound to offend them and their heritage, which is why they're constantly lecturing their class about their roots and/or how their people have been wronged, exhibit hostility toward non-members.	Usually at the front— giving a speech, although they'll just as gladly give their speech sitting down
The Snoozer	They're those sleepy classmates who can't find the time to sleep in a bed; probably more annoying to the teacher than classmates.	Most prefer the back of the classroom, but the really brave ones will be right up front.

Compiled by Laura Habat

The problem with P.E.

ALEX WILLIAMS
STAFF REPORTER

In life we all have choices. At the beginning of first semester, I was given the option of taking Basketball or Stress Management in PE. What is a guy who doesn't shoot hoops for fun and hates lying on a mat to do?

English, math, Government; these are all required courses for our safe exit from Shaker. My ability to run two miles or shoot a basket should not be the determining factor of my timely graduation. Why is it necessary? I don't understand how the school can deem that class as important as chemistry or anything else we need to graduate.

Some instructors grade on performance while others determine their students' grades on whether they show up. That system of grading is extremely subjective. Basically, if you show up, and the teacher likes you, then you get an A. It's not fair that some kids come out of the womb with a basketball in their hands. Everyone is not cut out for the limited options we are given, which is why some of us have no choice but to learn various yoga poses.

Then came second quarter — hallelujah! I was free from my four and a half weeks of strenuous "meditation." Invasion games; it was either that or volleyball. For me, I'd rather play capture the flag than spike a ball over the net. And to my delight, we were playing basketball. More basketball. Is that the only ball given to mankind, ever? What happened to football, baseball and, God forbid, tennis?! I watched as each of the guys surpassed me in the multipurpose room lying down, (so-called relaxing), and now I have to watch them shoot hoops while my grade plummets. Phys ed gives you not three, but two strikes and you are out. If a student does not dress and/or participate after one class, his grade will diminish to a mere 66 percent. Compare PE to its supposed peers: we do not fail any other class if we miss two homework assignments. I say we should be able to participate as long as we have our tennis shoes; what difference does it make if we are wearing whatever makes us comfortable?

So what does PE give us besides a component of our GPA?

Physical education was established to encourage an active lifestyle for kids. I find it ironic that we need a class to keep us fit when our metabolisms are their highest they will ever be in life. Invasion games are not going to make a person lose 20 pounds, nor are they likely going to change our lifelong view of fitness. Phys ed is not going to persuade people to adopt healthy lifestyles.

I know these ideas will never gain consideration, but it doesn't hurt to shed some light on how everybody feels. I'm going to stop complaining now; I have to shoot 10 free throws in a row before I can get my diploma.

But just remember: many more productive things can be accomplished in lieu of 40 minutes of tossing a ball around. After all, I'm writing this as I miss PE.

Students need to understand their rights

Everyone knows that you can vote when you turn 18. Anyone who's ever watched "Law and Order" or "NYPD Blue" knows that if you are arrested, you must be read your Miranda rights.

LAUREN WEISS
NEWS EDITOR

However, according to a study conducted by the John S. and James L. Knight foundation, only 25 percent of high school students know that flag burning is a legal expression of your First Amendment rights. Half of all high school students believe the government can censor the Internet (it can't) and more than a third feel the First Amendment gives citizens too many rights.

Such ignorance is appalling. Every citizen should know his rights, especially those guaranteed by the First Amendment. That single sentence, written more than 200 years ago, which reads, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances," allows Americans to maintain their individual beliefs without fear of governmental reprisal. The fact that this is the *First* Amendment shows that the founding fathers considered these rights some of the most important ones.

Imagine the United States if we were not granted the liberties delineated by the First Amendment. Every American who protested the Vietnam War might have been arrested and jailed for expressing his opinion. Every person who criticizes the current administration could be rounded up by federal officers and punished for articulating other sides of complex issues. The First Amendment allows us to maintain individual beliefs and express those ideas to others regardless of what the ruling party deems correct.

We almost don't have to imagine such a society. In September 2001, then Press Secretary Ari Fleischer said, "Americans need to watch what they say," during a press conference. His quote was later scrubbed from the transcript, and he eventually resigned from that post. If the current administration doesn't value civil liberties, it is more important than ever that today's high school students know what rights they are supposed to have, for only an educated populace can protect these rights from an over-bearing government.

Almost 75 percent of respondents said they either didn't know how they felt about the First Amendment or they took it for granted. Worse yet, the study, which surveyed more than 112,000 students, revealed that only 68 percent of respondents believe that people should be able to express unpopular opinions. Among respondents who had taken a course on the media or the First Amendment, however, 87 percent felt that people should be able to express unpopular opinions.

Why is it that every high school student in the country does not know the rights protected by the First Amendment? What could be more important than knowing your rights?

And if we do not know our rights, who will take a stand when someone tries to take them away?

looking through a fun house mirror

Amy Silver/THE SHAKERITE

By Aviva Ariel
OPINION EDITOR

For years I've been ridiculed for being the only one of my friends not to go to camp. OK, yeah, so bring out the violins. But this past summer I decided to try to "grow up": I would face my fears and head off to a sleepover summer (arts) camp – my first time away from home for five long weeks.

I felt super slick by the time I left the Center for Creative Youth summer program after making a large group of amazing friends (which included my soul mate, a slightly overweight musical theatre boy from Connecticut), but I also left slightly unnerved. Of course I didn't expect spending more than a month on a dorm floor with 20 other girls was going to be all giggles and hugs, but it wasn't the midnight arguments that bothered me; the anxiety in the air about looks and weight was thicker than the stank rising off the dumpster next to the cafeteria. The girls' talk (such as "I'm just going to not eat for a week and I'll feel so much better by Saturday" or "Putting Ranch dressing on salads is fattening; you should only use Italian,") created a vacuum that encouraged unnatural eating habits, and it was harder to maintain a healthy body image than it was to sleep in a dorm room without air conditioning in August. Everyone, from the dance majors to the creative writers, sat around complaining about their rolls or their flab, even though a simple glance at our camp picture reveals a group that would hardly be mistaken for Camp Weight Watchers. When one of my closest friends (and roommate), a quiet ballerina with a sharp attitude, asked me to find the cellulite on her legs (the size of which barely even compares to my pinky finger), I felt like we were in a funhouse and I was the only one looking into a real mirror.

I have never had an eating disorder, but I am completely aware of the typical line of villains: the media for their unnatural portrayal of women, our friends for their pressure to conform or our families for critical comments. But instead of faulting our moms for comparing our stomachs to a bowl of pudding or complaining when 75-lb. actresses get blown over by a soft breeze on Sunset Boulevard, why not decide who we want to be without portraying ourselves as inevitable victims?

Somewhere between cramming for our AP chemistry tests and staying out past curfew just so we can see our favorite band play downtown, we turn into something different than what we were in preschool or seventh grade or even the first day of freshman year (at least I hope); why not turn into something strong and independent? Our personal self-respect, self-confidence, self-image, even our self-centeredness add up to how we see ourselves — all things that are in our control. So whether it's piercing your eyebrow or your lip or your God knows what (but don't get the idea that I ever have) or even just taking the plunge and going away for the summer, experimenting can only help us solidify who we are.

Of course you might make some mistakes along the way, like acting a fool at the Cosmopolitan (or going to the Cos in the first place) or backing your car into a pole the first night you get your license, but, hey, we're teenagers, and everyone expects us to screw up anyway - at least you'll realize that you have a lot more power than you think.

Mrs. Ohio's struggle with eating disorders

At a very young age, I was exposed to an eating disorder in my own home. It was not anorexia or bulimia, but another form known as binge eating. My beloved mother was 5'2" and weighed 220 pounds. To me she was just "mom," and as a small child I really didn't care what size she was. However, children in elementary school can be very cruel, and I found myself crying and agonizing over their comments about how fat and ugly my mom was. I vowed then that I would never be an overweight person.

CARRIE LAYNE
MRS. OHIO

In my opinion, some of the things that can lead to an eating disorder are a lack of self-confidence, self-esteem, and/or a lack of control. A lack of self truly affects a teen in so many ways; without a feeling of acceptance by family and friends, adolescents look other places for the sense of self they need. As a teenager, you endure very difficult emotions as you try to figure out who you are.

After going through some personal disasters in my early 20s, my self-esteem dropped to its lowest point. I soon found that the one thing I did have complete control over was food. I started to starve myself! But now, as Mrs. Ohio International (after being crowned in 2004), along with the support of The National Eating Disorders Association, my platform is eating disorder awareness. I am continuing my work statewide by educating an even larger audience. My volunteer time is spent being a Group Facilitator with the Center for Eating Disorders and a media watchdog with NEDA.

Language fan protests column challenging traditional choices

Letter to the editor

To the editor:

As a lover of foreign languages and a student of both French and Latin, I was deeply offended by the article in the last issue of The Shakerite, "Languages Lack Practicality." I don't understand how a reasonably intelligent person could claim that Latin, Greek, French, and German are "merely remnants of the curriculum used for the aristocratic children of our founding fathers." This statement is not only ridiculous, but it implies that the author did not do his research and is biased against other cultures. Yes, it is true that English is a predominant language in the modern world. However, English itself is a conglomeration of several other languages, including Latin, Greek, French, German and Spanish. Latin and Greek make up the basis of almost all of our words.

It is stated that both Latin and Greek are outdated, dead languages. While it is true that classical languages are no longer spoken, they still strive thrive in the modern world. Shaker Latin Club has been running for several years and draws new members from the middle school every year. Our Latin Club is part of the larger National Junior Classical League. Every year in March around 20 or so members of Latin Club attend the state convention. How can one claim that Latin is dead if every March nearly 2000 Latin students invade a Columbus hotel to compete in academic testing, art and craft competitions, and Latin-trivia contests for an entire weekend?

To say that the only reason to learn French is in order to avoid offending "pretentious Parisian waiters" perpetrates stereotypes about an entire nationality. Having studied it for six years, I have developed a love and respect for both French language and culture. French is a complex language, but it is not useless. There are Francophone countries on almost every continent on the globe, and French is the official language for almost all of them and is taught in schools, so everyone speaks the language, not only those over 40.

To be able to learn a language is a great opportunity and privilege, one of which we would do well to take advantage. To claim that the languages that make up the majority of our own, including centuries of literature, not to mention to scorn several other cultures, are completely superfluous if not useless, is the act of a badly informed, ignorant person.

Sara Smith, senior

Cell phones ring in double standards

Two things Shaker Heights High School has taught me: (1) there are plenty of double standards in our world, and (2) no matter how roundabout an administrator's or teacher's logic is, it is correct.

RJ KALEAL
GUEST RITER

"There is a difference between being a student and an adult," Assistant Principal Lisa Howell said. That difference is especially evident when walking the hallways between classes or even during class periods. I have seen everything: a teacher leaving his class to answer a call, a security guard playing games on her phone in the hallway near Room 231 and even a security guard having a leisurely conversation on her phone as she "guarded" the rear cafeteria exit during eighth period lunch. The worst example of faculty cell phone use I have heard via students is that one teacher uses his cell phone during classes to run his outside business. Teachers have even informed me that some administrators will answer their phones during meetings and assemblies.

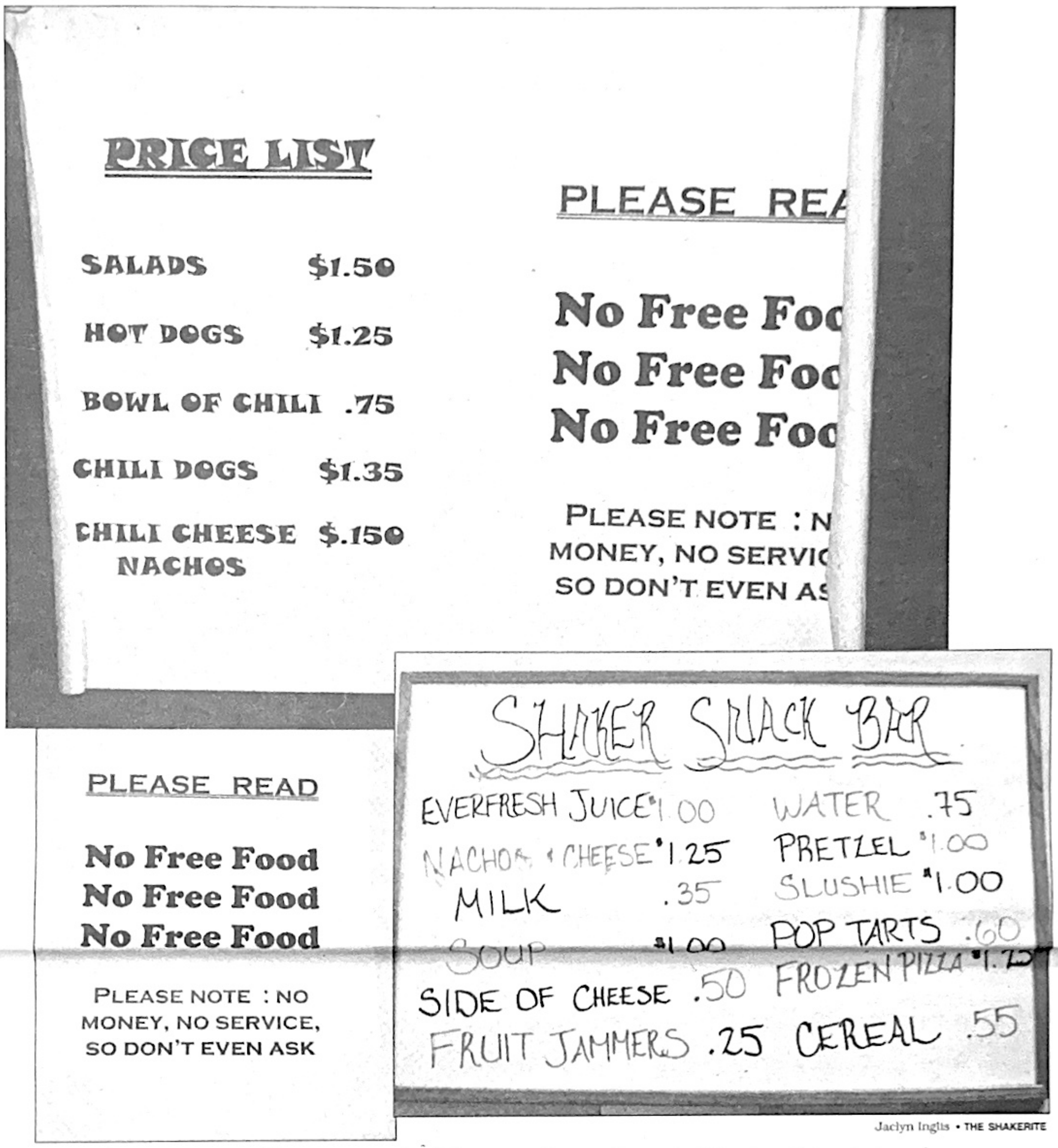
The administration is quick to point out why staff is allowed this extra wireless phone privilege. The first reason is that they are adults and they are staff members. This – of course – exempts them from conforming to standards of respect and politeness. They continue to say that teachers have families, and therefore they need to access their cell phones to keep in contact with them. I forget that we students sprouted from the ground and thus have no familial ties.

However, my favorite explanation is that students cannot have cell phones because when we have jobs, our bosses will not let us answer the phones because there are rules in the workplace. That is, of course, unless you work at Shaker Heights High School, where there are no established rules for staff cell phone use because, according to Howell, "we don't do that [establish rules for staff cell phone use]."

This is not a plea to allow students to have unrestricted cell phone use. In fact, cell phones should be banned altogether because they are a major distraction to the academic environment. This is an indictment of all the teachers, security guards and administrators who punish students for cell phone use while they simultaneously send and receive messages and/or calls on their own devices. Shaker teaches students to lead by example, and staff should lead by example as well. In addition to having offices with phone lines, teachers have access to numerous lounges with telephones throughout the building. Security staff has access to the security office. If one must make or receive a call using a cell phone, he should have the courtesy to do it in an office or lounge.

Ultimately, the cell phone issue is all about respect. Students must have respect for the faculty and turn their phones off from 8 a.m. to 4 p.m. But respect is a two-way street, and teachers, security guards and administrators need to have enough respect for the students to not answer their phones in the halls, classrooms, meetings and assemblies. I do not want to walk down the hall on the way to the bathroom and hear your business, just as you do not want to hear mine.

NO SUCH THING AS A FREE LUNCH



Jaclyn Inglis • THE SHAKERITE

•Consider yourself warned: The cafeteria staff decided to lay down the law for anyone waiting in line at the snack bar. So, you're saying no free food? Even if we ask nicely?

French language deserves respect

Letter to the editor

To the editor:

I am writing to applaud Adam Weinstein for his keen sense of the disillusionment of all foreign language takers at the high school. His article created sparks with its wisdom. He has totally convinced me that my four years of French (five years, if you count the double-year spent in French I in the middle school) have been completely useless. Even my role as French Club co-president has been put at jeopardy after my realizations of Weinstein's truth. I mean, after all, the fact that French is the second-most used language on the Internet (after English) is just irrelevant. Of the fact that French is the second-most frequently taught foreign language in the world is just a silly statistic. And when my French teacher tells me that some 40-50 percent of the English vocabulary comes from French, she must be kidding. And for all those tourists that travel so often to France that it's considered the number one destination for tourism, what are they on? Furthermore, it is just shocking that French is an official language of the United Nations and spoken on five continents! After reading Weinstein's article, I guess I will just have to live the rest of my life Frenchless. Shame to all the mesmerized loonies with berets that will ever mutter "oui, oui" in my hearing range again!

Off to the café! (Uhh . . . did I just say that?)

Emily Blanchard, junior

French plays vital role in world affairs

Letter to the editor

To the editor:

I was shocked to read Adam Weinstein's column attacking the French language among others. Using the justification that these languages were losing significance in the world, he went on to say that teaching Mandarin Chinese and Hindi as languages would be beneficial because of the massive number of people speaking those languages and their respective country's economic potential. However, in saying this, Weinstein contradicted himself. To start off, let us examine the significant business ties that exist between French-speaking nations and the United States. Our largest trading partner in the world is Canada, which is officially bilingual with French and English. The United States-Canada trade also happens to be the largest two-way trade in the world. In addition, over 1,200 companies from France employ over half a million Americans. A few companies that are French-owned and have large markets in the United States are Zenith, RCA-Thomson, Bic and Dannon. In addition, a listing of international jobs by the U.S. State Department in April 1997 showed that 53 percent preferred or required French compared to only 33 percent preferring or requiring Spanish.

The French language is currently the second most relevant and important language in the world. It is an official language of the Olympics, the United Nations, the International Labor Bureau, the International Monetary Fund and the International Red Cross, putting it in an exclusive company with English.

The legacy of France is great and the former colonies of France stretching from Southeast Asia to the Caribbean still use the language. Learning and speaking French is a privilege that leaves one better prepared for the world and ready to take on the challenges presented in the ever changing economy of the future.

Thomas Neil, freshman

Violence abounds in and on the air. Does peace even have a fighting chance?

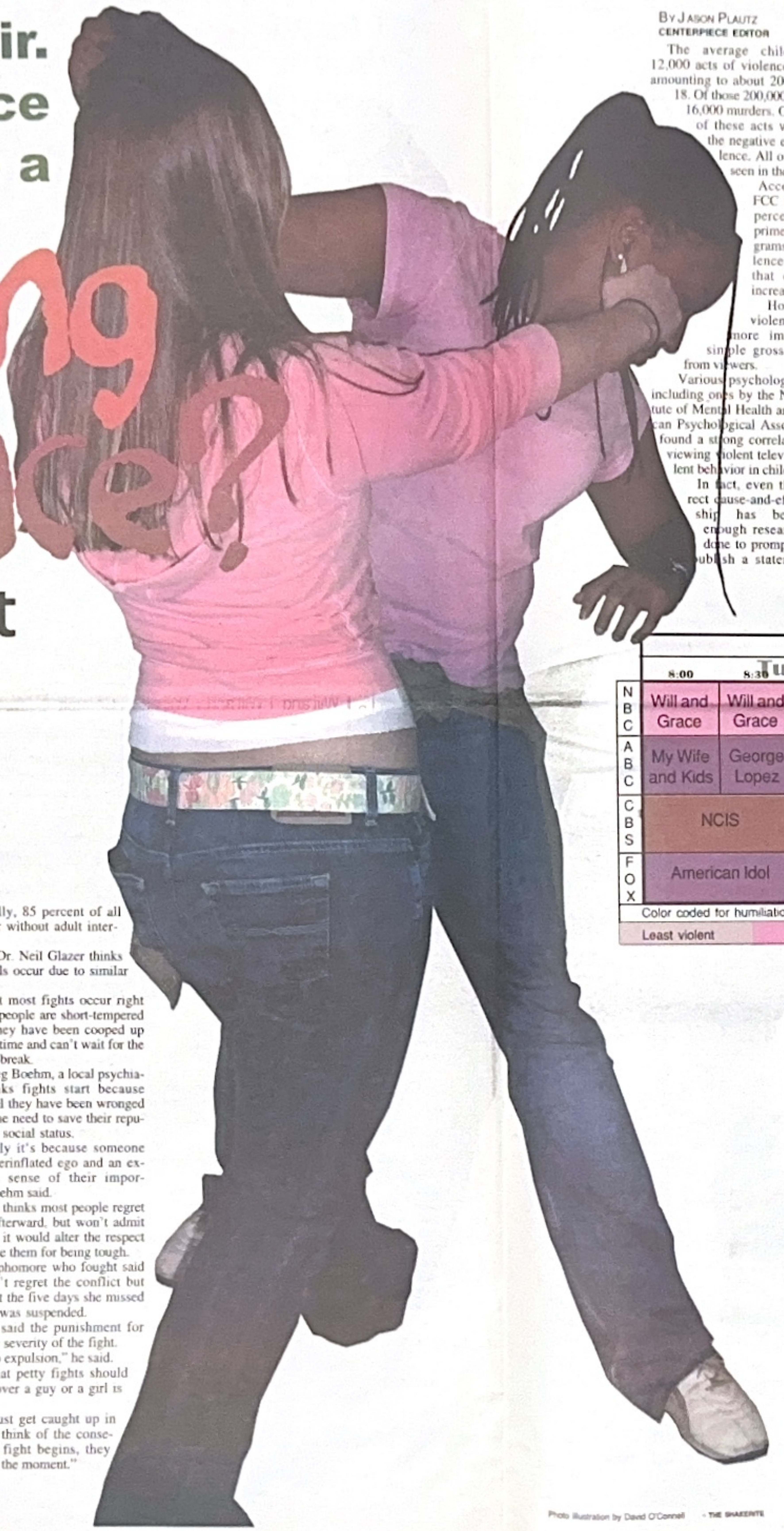


Photo illustration by David O'Connell • THE SHAKERITE

Students resort to violence; fights amuse and threaten

By Sarah Brandon
CENTERPIECE EDITOR

"Kids from all over the cafeteria started sprinting to the lunch line area while chanting 'fight, fight.' I ran, following the others to see who was fighting and the actual fight itself.

"I got to the crowd and I saw two girls who were going nuts and tearing each other apart," senior Alexander Buchheim recounted.

Buchheim is one of many students who witness student fights.

"It sends a bad message when everyone is huddled around cheering [the fight] on and not stopping it, but that's how society is these days, I guess."

Buchheim thinks fights are petty, pointless and staged only for attention, but also that they are good entertainment for a boring lunch period. "I'd be lying if I said they weren't fun to watch," he said.

A sophomore girl who has participated in a fight on school property said one day after school during the week before spring break last year, a girl began antagonizing her and saying mean things about her and her friends. Hurt by the harsh words, she pushed and then punched the girl. She said that before the fight could escalate, security guards intervened.

According to statistics from the Bureau of Justice, 46 percent of males and 26 percent of females have confessed to physically fighting in school, while 25 percent of all students have bullied others. Additionally, 85 percent of all fights in schools occur without adult intervention.

> "It sends a bad message when everyone is huddled around cheering [the fight] on and not stopping it, but that's how society is these days I guess."
>
> Alex Buchheim
> senior

Assistant Principal Dr. Neil Glazer thinks many on-campus brawls occur due to similar "relationship issues."

He has noticed that most fights occur right before breaks because people are short-tempered because they have been cooped up for a long time and can't wait for the upcoming break.

Dr. Greg Boehm, a local psychiatrist, thinks fights start because people feel they have been wronged and feel the need to save their reputation and social status.

"Usually it's because someone has an overinflated ego and an exaggerated sense of their importance," Boehm said.

Boehm thinks most people regret fighting afterward, but won't admit it because it would alter the respect people give them for being tough.

The sophomore who fought said she doesn't regret the conflict but does regret the five days she missed when she was suspended.

Glazer said the punishment for fighting depends on the severity of the fight.

"We try mediation to expulsion," he said.

Buchheim thinks that petty fights should be avoided. "Fighting over a guy or a girl is just stupid," he said.

"People that fight just get caught up in the moment and don't think of the consequences and once the fight begins, they just become engulfed in the moment."

Teen violence in the news

3.14.05
Houston
A 4-year-old boy shot his 2-year-old brother in the temple. According to the AP, the boy didn't understand the difference between a toy gun and the one he took from his mother's purse.

3.11.05
Washington, D.C.
The Center for Disease Control announced that they were adding $300,000 in funding to help prevent youth violence.

2.28.05
Columbus
A high school junior was rushed to the hospital after being stabbed with a pair of scissors during a fight in school.

3.11.05
Dayton
A 16-year-old is in critical condition after he was shot in the stomach with a shotgun in an argument over a girl.

Compiled by Jason Plautz from Associated Press, columbus.com, WHIOtv.com

Television teaches violence, disrespect

By Jason Plautz
CENTERPIECE EDITOR

The average child witnesses 12,000 acts of violence every year, amounting to about 200,000 by age 18. Of those 200,000, there will be 16,000 murders. Only 4 percent of these acts will illustrate the negative effects of violence. All of them can be seen in the living room.

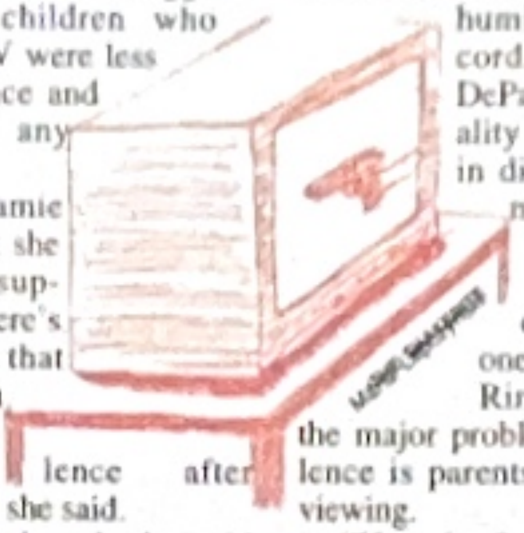
According to an FCC fact sheet, 60 percent of primetime TV programs contain violence, a number that continues to increase.

However, this violence may have more impact than a simple gross-out or gasp from viewers.

Various psychological surveys, including ones by the National Institute of Mental Health and the American Psychological Association, have found a strong correlation between viewing violent television and violent behavior in children.

In fact, even though no direct cause-and-effect relationship has been proven, enough research has been done to prompt the APA to publish a statement saying, "The debate is over," adding that there is a connection between TV viewing and violent behavior.

A 1982 report by the NIMH showed that children experience three major effects from seeing violence. Children become less sensitive to pain and suffering, become more fearful of the world around them and become more likely to behave aggressively. In fact, children who watched a lot of TV were less bothered by violence and less likely to see any problems.



Psychologist Jamie Rindsberg said that she has evidence to support this claim. "There's lots of research that shows that children are more likely to be prone to violence after seeing violent TV," she said.

However, even though she said the connection "makes sense," she cautions that it is not the sole cause. "[TV is] just one variable in a large mixture," she said.

Sophomore Nick Hardaway said that TV as a whole sometimes becomes too violent. "Sometimes directors take the line too far."

He said that one of the problems was that the violent shows were being aired at the wrong time. "They put them on at times when kids are going to watch," he said.

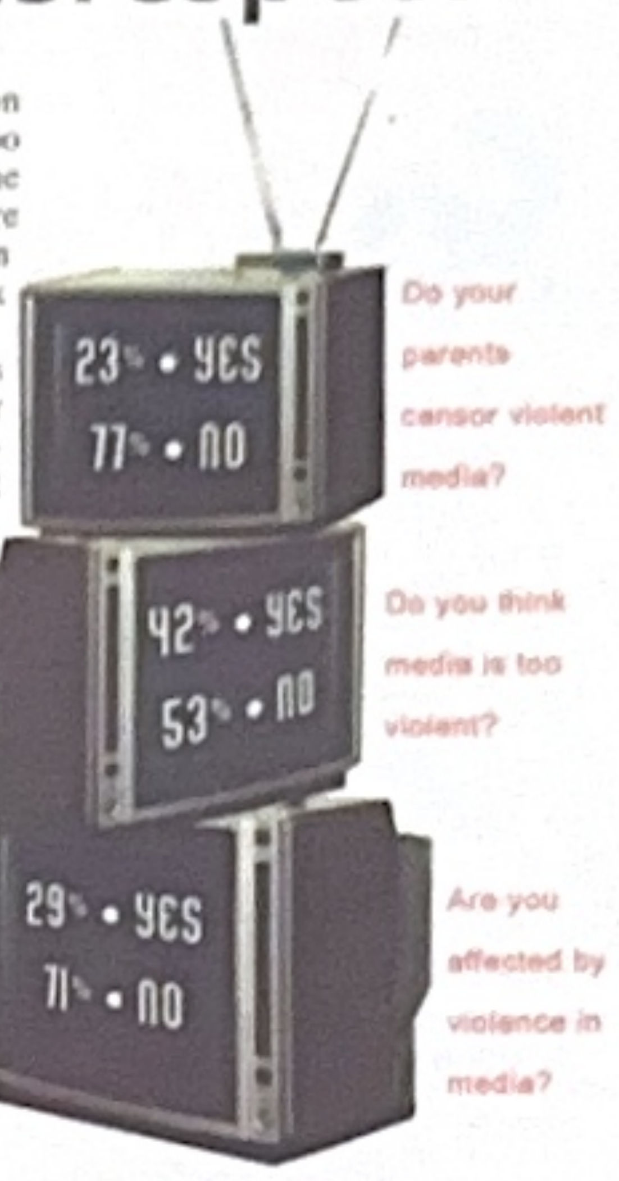
However, junior Sami Froimson said that she didn't think TV was too violent. "It really depends on the show," she said. She felt that there wasn't a very strong effect on younger viewers. "They might think [violence] is cool," she said.

Another aspect of TV violence is evident in "Fear Factor" and other humiliation shows. According to research at DePauw University, reality shows that revel in disrespect and humiliation contribute to similar behavior in life, including the prisoner abuse in Iraq.

Rindsberg said that the major problem with TV violence is parents not supervising viewing.

"If you're 8 and you're watching 'Alias' and you see things being blown up and there's no parent there to tell you it's all make-believe, then it makes you think it's all OK," she said.

Hardaway agreed, saying that a strong family would help divert some violent behavior. "Kids who see this and don't have a good family background will think it's OK to use violence … they don't learn how to express themselves."



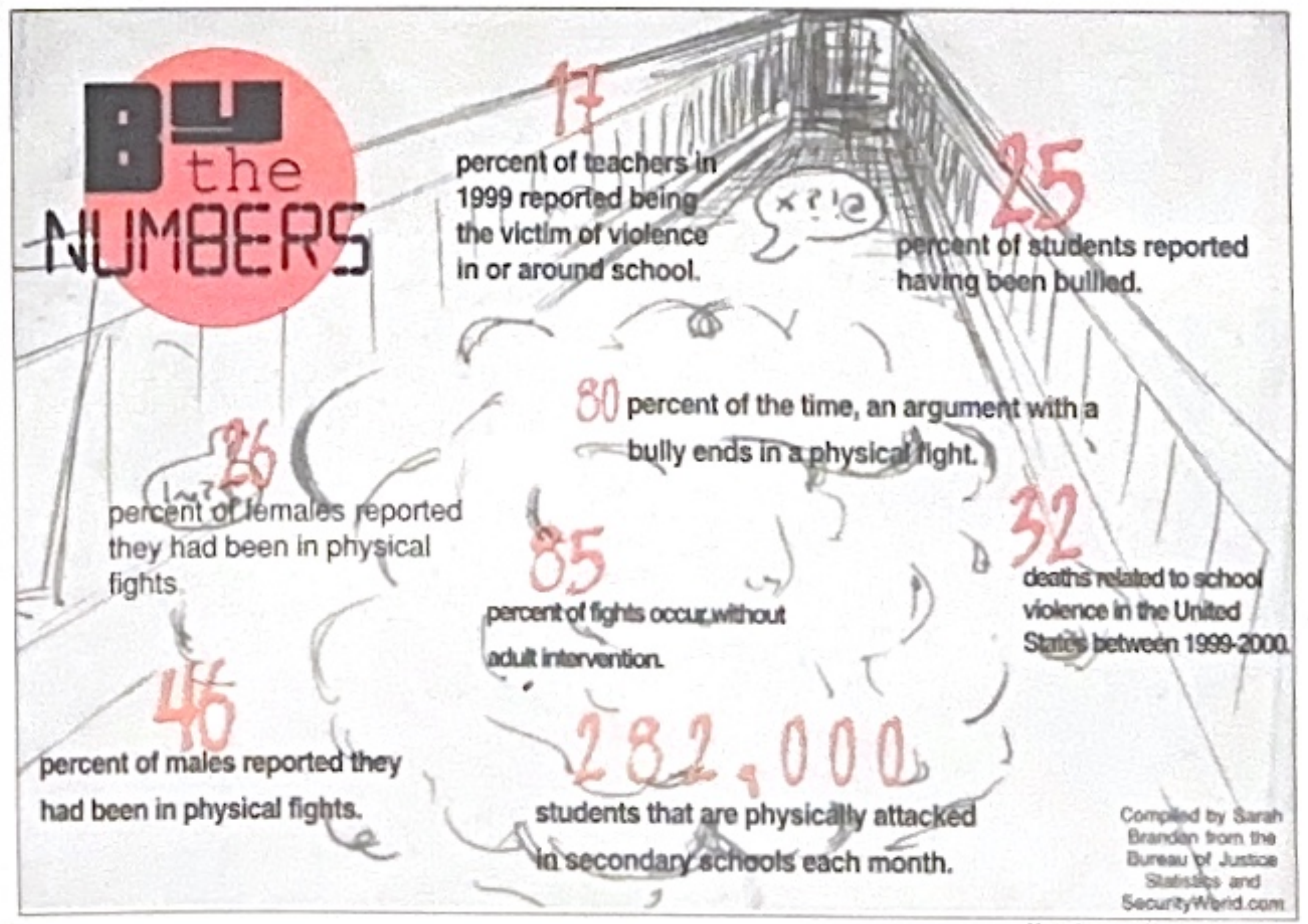
Scientific poll of 77 students with a margin of error +/- 11 percent. Shakerite editors telephoned students.
Polls by Allie Jennings • THE SHAKERITE

This week on violent TV

	Tuesday, March 8						Wednesday, March 9					
	8:00	8:30	9:00	9:30	10:00	10:30	8:00	8:30	9:00	9:30	10:00	10:30
NBC	Will and Grace	Will and Grace	Will and Grace	Committed	Law and Order		American Dreams		The West Wing		Law and Order	
ABC	My Wife and Kids	George Lopez	According to Jim	According to Jim	Blind Justice		Lost		Alias		Wife Swap	
CBS	NCIS		The Amazing Race		Judging Amy		Survivor		King of Queens	Yes, Dear	CSI: NY	
FOX	American Idol		House		News		That '70s Show	That '70s Show	American Idol	The Simple Life	News	

Color coded for humiliation, disrespect, threats, and physical violence. The darker the color, the more violent the show. Shakerite students rated the shows.

Least violent … Most violent



17 percent of teachers in 1999 reported being the victim of violence in or around school.

25 percent of students reported having been bullied.

80 percent of the time, an argument with a bully ends in a physical fight.

26 percent of females reported they had been in physical fights.

85 percent of fights occur without adult intervention.

32 deaths related to school violence in the United States between 1999-2000.

46 percent of males reported they had been in physical fights.

282,000 students that are physically attacked in secondary schools each month.

Compiled by Sarah Brandon from the Bureau of Justice Statistics and SecurityWorld.com

Maria Lapczynski • THE SHAKERITE

Schools to consider for music

Conservatories:
- Julliard School, New York
- Cleveland Institute of Music, Cleveland

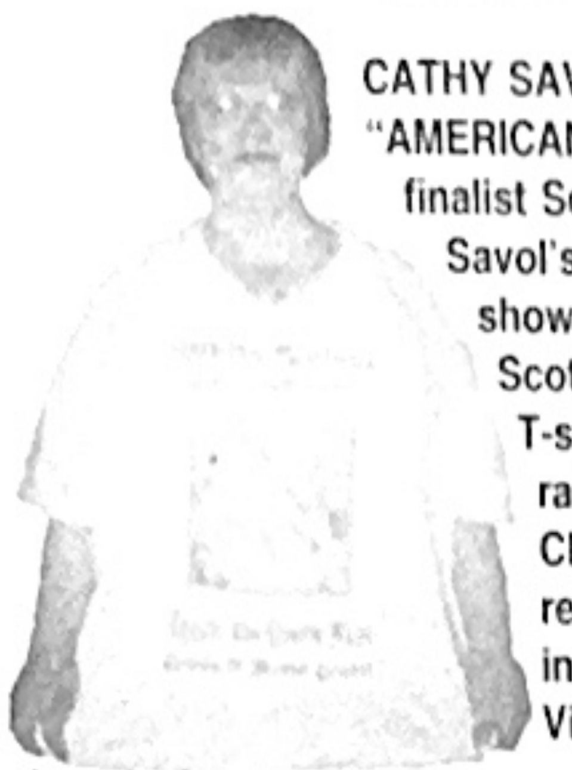
Major Universities:
- New York University, New York City
- Northwestern University, Chicago

Schools to consider for drama

Major Universities:
- Emerson University, Boston
- New York University, New York City

Small colleges:
- Julliard School, New York City
- Princeton University, Princeton, NJ

So you wanna be an artist . . .



CATHY SAVOL, "AMERICAN Idol" finalist Scott Savol's mother, shows off her Scott Savol T-shirt at a rally at Champp's restaurant in Valley View.

Aviva Ariel•THE SHAKERITE

Former Shaker student reaches 'Idol' top 11

Kelly Clarkson. Clay Aiken. Fantasia Barrino. Scott Savol?

At press time, former Shaker student Scott Savol had made it to the top 11 in season four of "American Idol."

Approximately 150 people attended a rally for Savol March 15 at Champp's restaurant in Valley View. Although Savol could not attend, his family was there to talk to the press.

Savol grew up in Shaker and was working at Home Depot at Severance Shopping Center in Cleveland Heights when he auditioned for the Fox show, which airs on Tuesday nights at 8 p.m.

During high school, Savol "spent time singing in the halls and bathroom. Girls would beg him to sing," Savol's mom, Cathy Savol, said.

"[Growing up in Shaker] gave him a broad look at life. He met diverse people, which influenced his music choice, R& B," Cathy said, who always knew he would have a musical career.

Cathy believes Scott's "unassuming attitude" give him an advantage over the other contestants, but thinks Bo Bice, another contestant, will "probably [give Scott] a run for his money."

Compiled by Aviva Ariel and Liz Kantor

Students work to earn professional status

From MusicPage 1

Kaufman has played the cello since he was 4 years old. He participates in the CIM Orchestra and its Youth Artists Program, which is highly selective, seven people (including Kaufman) from all over the world are in the program this year, chosen from 12 people who made it through the screening process.

Kaufman also spends his summers playing music at Camp Encore. This year he was one of the winners of the Lakeland Civic Orchestra Competition, and he won the Cleveland Cello Society Competition in 1999 and in 2003. He plans to go into the professional music world, either as a soloist or as a teacher. He is considering colleges such as the New England Conservatory of Music, Julliard, Eastman, and Manhattan.

Junior double bass player Helen Morgenstern started playing in the fifth grade when she began private lessons with Tracy Rowell. She has been in COYO for three years and is currently the co-principal bassist of the section.

"My main goal is to become a bassist in a major orchestra, preferably the Cleveland Orchestra," said Morgenstern, who recently went to France to take lessons with the great bassist Francois Rabbath.

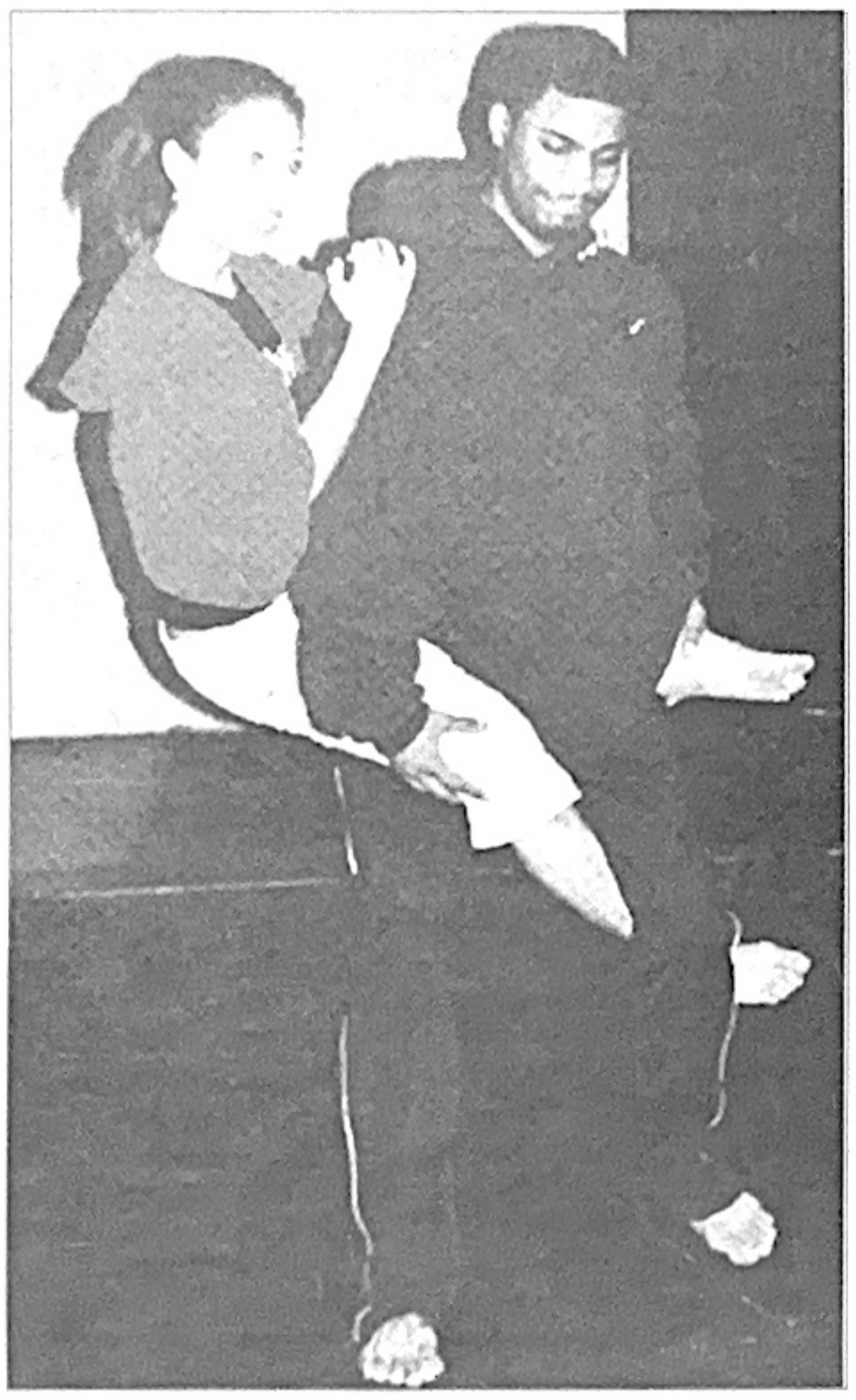
Like Morgenstern, Pavlish hopes to continue playing as an adult, but understands the difficulty in finding a solid career. "I guess it's just really competitive, and you can't be, like, second rate. It takes a lot of work and I'm just scared because I've heard stories from people who are really good but didn't get a job," she said. "You just have to be lucky."

> "It's just really competitive, and you can't be, like, second rate. It takes a lot of work and I'm scared. . ."
>
> Lavinia Pavlish
> Junior

Aviva Ariel contributed to this story

Courtesy of Helen Morgenstern

JUNIOR HELEN MORGENSTERN practices her bass in Paris, France. She recently went to France for a week in order to take bass master classes. Morgenstern has been playing the bass for more than five years and has been in the Cleveland Orchestra Youth Orchestra for three years.



Dan Snider• THE SHAKERITE

SENIOR HALLE MORSE and Alex Goggins ('04) hand around during a Senior Ensemble practice. Morse has been performing since she was 7 years old and plans to pursue a musical theater career.

Morse seeks spotlight outside of Shaker

By Mike Triozzi
STAFF REPORTER

"It's my passion, my drive, it's what I've worked on for so long."

Halle Morse has been performing since she was 7 years old. She has participated in more than 20 productions, and her favorite was the musical "Pippin," which the Shaker Heights theater department staged last fall. Morse was dynamic as the Leading Player, one of the most demanding roles in the show. Most recently, she directed the short play "Death in the Hamlet" for New Stages. She described her play as a hysterical murder mystery and "a genius piece of writing."

Morse plans on going far in her performing career. "I can only hope that I will end up in New York as a professional actress," she said. "People think it's so easy to go and make it big, but it takes a ton of work and effort."

The senior said her time at Shaker has greatly influenced her performances. "The benefits are completely obvious on stage," she said, adding that theater was only a hobby until ninth grade, when she went to Baldwin Wallace College summer theatre program.

"You would wake up in the morning and you'd be right there performing," she said. "It was a great experience." She has since performed in many productions including "Reefer Madness," "Fame the Musical" and "Children of Eden."

Morse said a lot of work goes into producing or performing musical productions. "It's incredibly rewarding, but not easy. There is a lot of pressure, and I put a lot of that pressure on myself," she said.

One area of pressure involves memorizing lines. Morse said it's hard at first. "The more you do it the easier it gets," she said. "Eventually the lines will come to you." She has, though, missed a line every once in awhile. "Once I was the Placard Girl in 'Reefer Madness,' and my part was after every scene to run across the stage with a sign that said some funny thing that had to do with the scene. After one scene, the lights came on where I was supposed to run, but I never made it out there. I guess I was adjusting my wig or something," she said.

Although no one noticed, such mistakes are hard to cope with. "Eventually you learn to just live with it. After all, it is in the middle of a play, and you can't just stop."

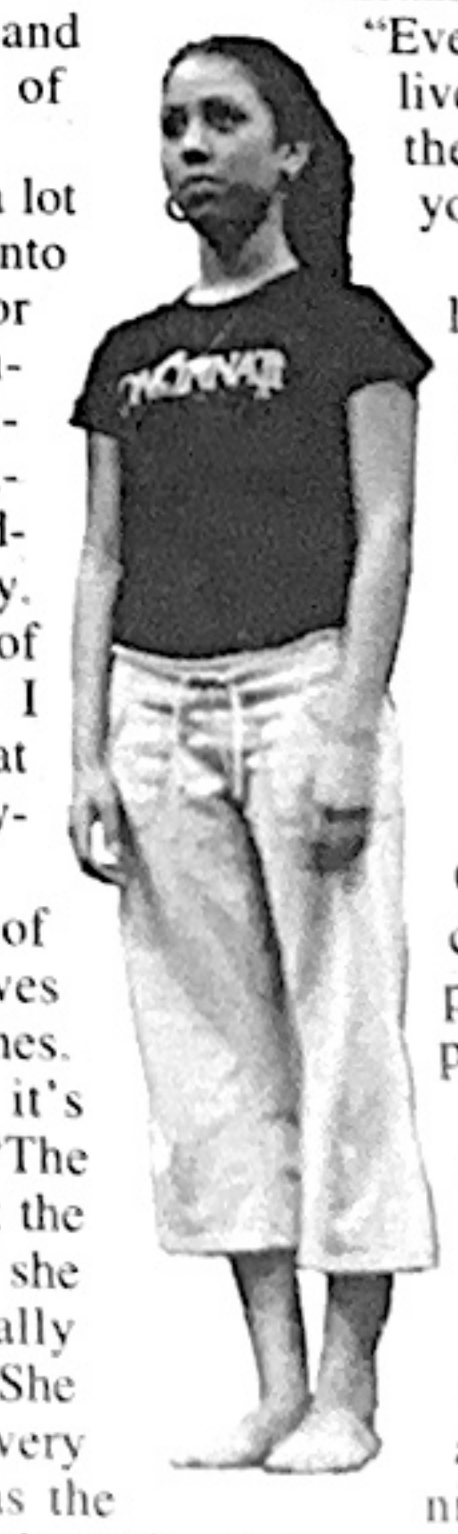
Morse said other problems also confront actors and actresses. "You can always count on you're going to get sick, you're going to lose your voice, but you just have to go with it."

Morse said she does however take precautions. "I drink 'Throat Coat Tea,' which is specially formulated to help prevent that," she explained.

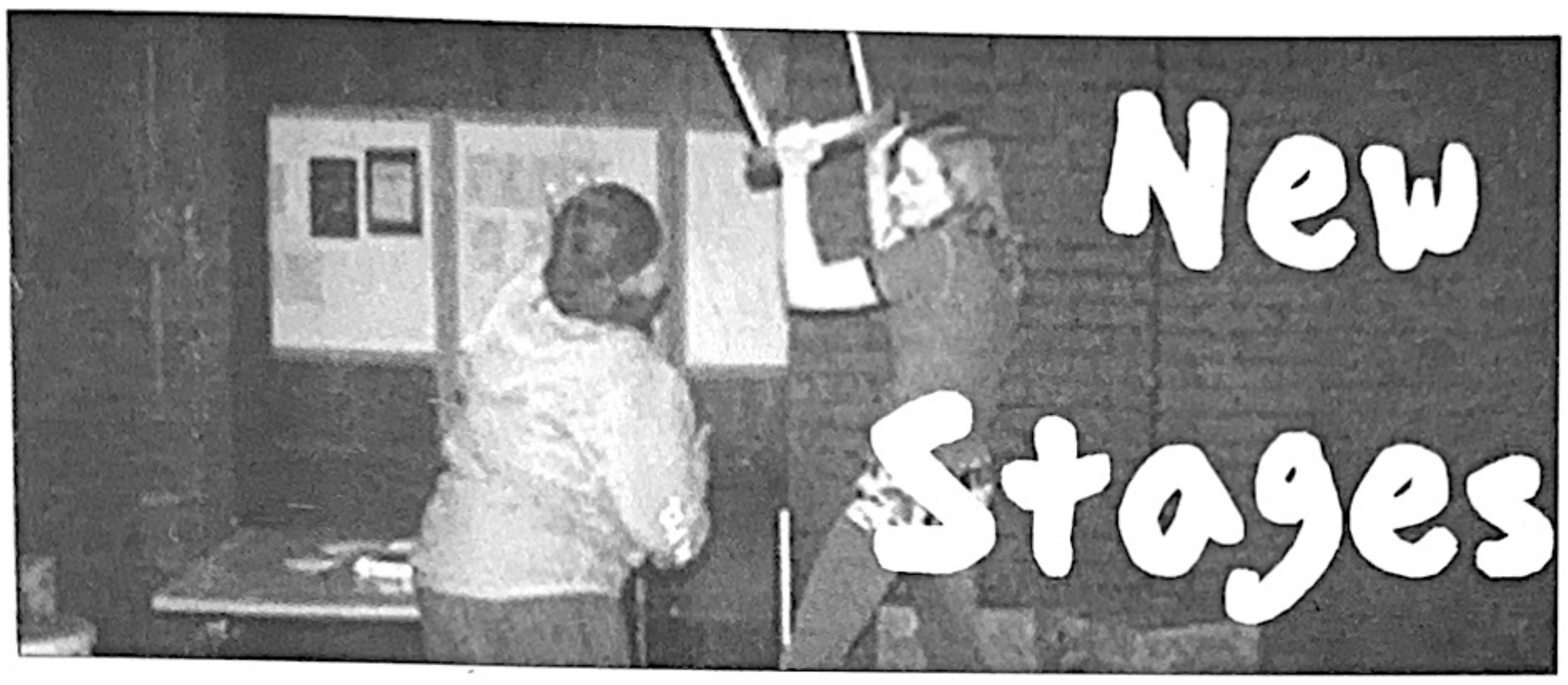
Being on stage can be strenuous, but for Morse, it's never overwhelming.

"People will say to you, 'How do you do that?' But I could do this all day. You're just running on adrenaline out there, and it's just so gratifying to hear the applause."

> "People will say to you, 'How do you do that?' But I could do this all day. You're just running on adrenaline out there, and it's just so gratifying to hear the applause."
>
> Halle Morse
> Senior



New faces, places define



ANGELA LENOR AND Amy Silver practice a scene in the play "Tea for Two." The play was written by senior Beth Wolff and directed by senior Kelsey Cohen-Roth who was assisted by Maren Guse.

Hilry Hazelwood • THE SHAKERITE

• Less rehearsal time doesn't deter diverse group in 23rd annual New Stages production

Regret not trying out? Tips on how to get involved

New Stages is famous for including students not always involved in theater. So get over your stage fright and keep these tips in mind next year!

• On being a playwright

"Have people keep reading it and keep changing it and changing it. A play is never done."
Shirley Bell

• On tryouts

"Just be yourself when you're trying out. It's cool if you can incorporate parts of yourself in acting. It's easy to spot when you're trying to put on a front."
Halle Bauer

• On acting

"Apply and audition! If you don't apply then there is no chance."
-Danielle Saks

APRIL GRIFFIN TAKES a stance in the play "Little Angel." This year marked the 23rd New Stages production at Shaker.

Brian Gamm • THE SHAKERITE

By Laura Chernin
ARTS EDITOR

Junior Angela Lenor auditioned a month ago for the 23rd production of New Stages and received the part of Sherry in "Tea for Two." But it was more than just her first production in New Stages. This year marked Lenor's debut on the Shaker stage after moving to Shaker from Cleveland.

"Most Cleveland schools don't have a theater department," Lenor said.

Although she was uncomfortable at first, things began to warm up in rehearsals.

"I liked meeting new people," Lenor said. The best part for her was making new friends.

Meeting new people has always been a highlight that attracts students not usually involved in theater productions to New Stages.

Junior Halle Bauer was in New Stages for the first time this year, playing Jackie in the play "Hooks." She believes new people try out for New Stages because "there is a friend involved," Bauer said. Also, because rehearsals occur for less than a month, it's "not a huge time commitment," like other theater productions.

"I got along great with everyone in the company," said Bauer, who thinks she will probably try out next year, too.

Sophomore Shirley Bell, who wrote the play "A Chance to Be Somebody," thinks New Stages attracts a different crowd because it's more student oriented.

"It's all about students," Bell said.

The production is almost totally run by students, with student directors, actors, playwrights and stage managers.

This year's production faced some difficult conflicts. The rehearsals and performances were all done between the ninth-grade theater experience and the Ohio Graduation Test, causing scheduling conflicts and time pressures.

"The whole timing was pretty short this year," said junior David Kohn, who directed "Unscripted."

There are always challenges when a work goes from the written word to the stage.

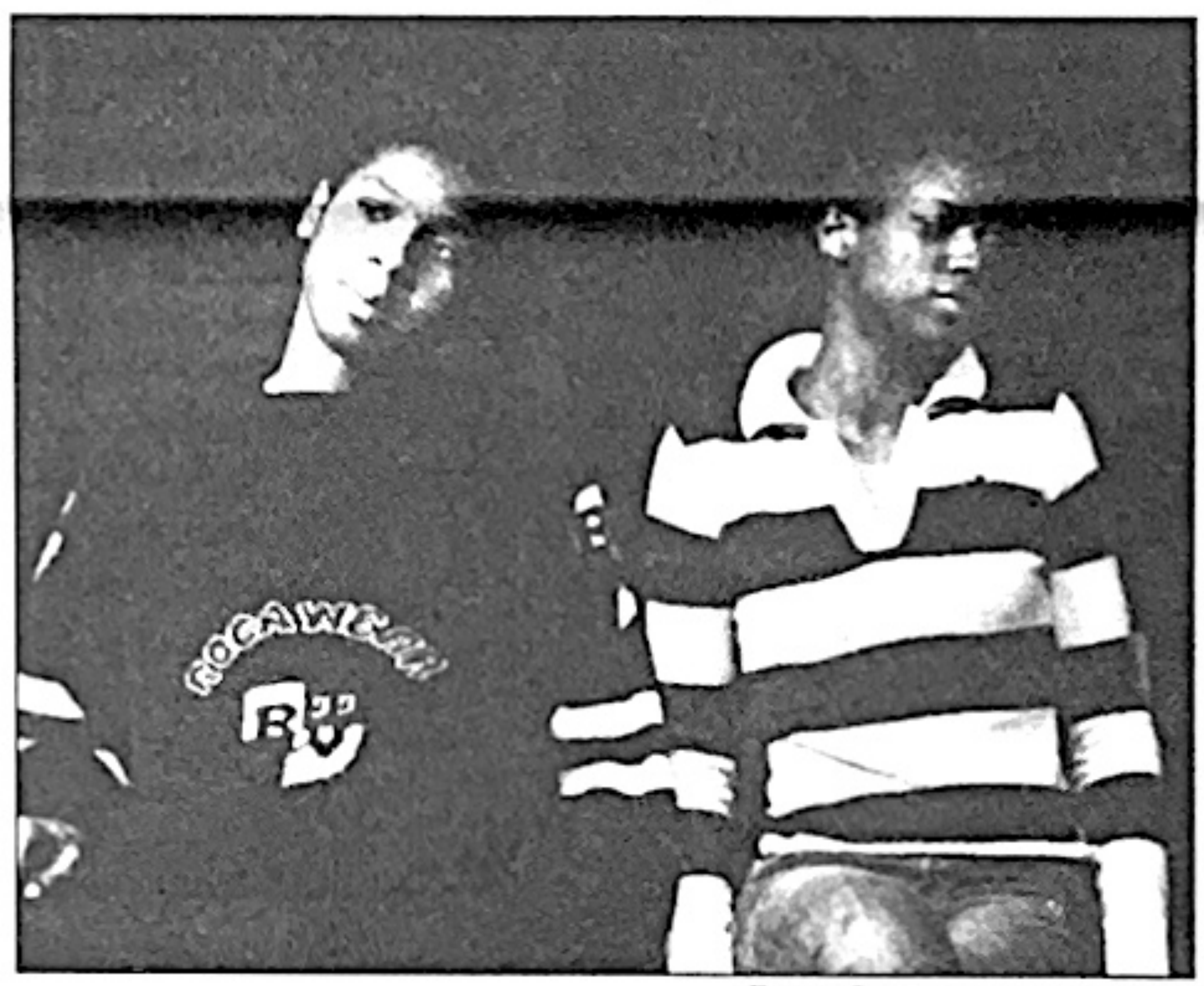
"It's so hard to get what you're thinking in your mind on stage," said Kohn.

Senior Erin Chelune sometimes felt frustrated trying to make sure her play, "Unscripted," was conveyed accurately.

"It's hard to give your script over to a director," Chelune said. "I give some input and rewrite my script a lot."

Despite hardships, New Stages produced another successful show.

"It gives us a chance to be who we are," Lenor said.



Brian Gamm • THE SHAKERITE

DARREN LORENZI AND Amanda Austin in the play "A Chance to Be Somebody." New Stages ran March 9-12th.

Suicide bomber changed to jaywalker in script

"I don't like censorship in any way."
Matt Herzfeld
Junior

By Laura Chernin
ARTS EDITOR

Often, only sacrifices can bring a play to stage. In shaping this year's New Stages production, script changes and modifications prevailed.

"My script had a complete and total rewrite," senior Danielle Saks said. Artistic Director and founder of New Stages James Thornton and Playwriting Instructor Christine McBurney guided the revisions.

Saks was pleased with changes to her play, "Hooks." Her first draft, she said, had "way too much stuff going on in the beginning."

Not all writers found the changes positive. Junior Matt Herzfeld had to rewrite dialogue in his comedy "Death in the Hamlet" to change a suicide bomber to a jaywalker and a joint to a cigarette.

"Some could take it as offensive," admitted Herzfeld, but he mentioned the work was put out in his own name.

"I don't like censorship in any way," Herzfeld said, adding he didn't want to make it a big deal. "In a learning environment – in school – you don't have much of a choice."

Emphasizing the educational value of student playwriting, Thornton cited the theater truism that "Playwriting is 20 percent writing and 80 percent rewriting." He added that no play in history has gone without rewriting.

```
                THOMAS
I know your reputation. And your
criminal past.

                SCOTT
How did you...

                THOMAS
I saw your face on an FBI most
wanted list in a Tops
Supermarket...and I know your real
name. Muhammad.

             SCOTT (IN TEARS)
My suicide bombing past and hatred
of America is over! I've
straightened myself out. Please! I
just want to get on with my life in
peace. I've reformed. I promise, I
stopped suicide bombings years ago,
but those damn FBI guys, they just
won't let it go...
```

A SELECTION FROM the comedy "Death in the Hamlet," by Matt Herzfeld. The sucide bomber was changed to jay walker so as not to offend the audience.

Sankofa peformance impresses

Since December, I've been waiting for Sankofa. I started planning for it in my schedule in January. Not even the move to Monday night was going to deter me. It's not just me, either. By early February, there is general buzz around school about Sankofa.

MARGUERITE MOORE
EDITOR IN CHIEF

This isn't hard to understand. Not only do you get out of class for an assembly, but you also have the opportunity to see talented Shaker students who are not normally showcased through the highly publicized theatre programs.

Since freshman year, I have never been disappointed, and this year was no exception.

When I came into the auditorium Monday night, it was already rapidly filling. And by the time the show actually started, both the lower level and the balcony were filled. The show started with the Black National Anthem, which began to drag after well-intentioned ovations followed each of the six soloists.

While the show wasn't flawless (at some periods it was hard to hear and at other times it was difficult to understand the speakers) the overall package was impressive. Most awe-inspiring was "Don't Let Nobody Turn You Around" led by junior April Griffin and accompanied by junior Samia Sparks, senior Seth Best, junior Khristen Moore and sophomore Laurice Shelven.

Additionally, I gained new respect for the program when students took on the controversial topic of minstrel shows, even donning black faces and performing an example.

While this was clearly an important part of Black History, it would be naïve to think that all high schools would allow such a topic to be openly discussed. Also, the discussion of Emmitt Till and the display of a picture of his body at the funeral pushed the limits further, proving Sankofa's serious effort to grapple with tough topics.

However, despite this, at times the segments of the show didn't mesh. The most blatant example was the last scene of hip-hop dancing. While it served its purpose as a crowd pleaser, it didn't relate to the rest of the show.

Additionally, at times the show was unable to keep the balance between factual pieces and talent displays. Sankofa was most effective when it gave brief details and then showed an example through a more creative element. When purely factual elements were shown, such as the debate between W.E.B. Dubois and Booker T. Washington, they were unable to hold up to the singing and dancing elements and slowed the performance.

The question surrounding Sankofa will always be whether it is a learning tool or a talent show. This year, the show fell short of finding more obscure people and facts that aren't usually covered in American History courses.

Additionally, the lack of information on the program, specifically the individual songs and poems performed, was also a disservice because it prevented people from knowing what they were listening to in case they wanted to further research. If you wanted an overview of some events affecting Black history performed in creative ways, then you left fulfilled. But based on the talent exhibited, no matter what expectations you came in with, you left impressed.

"I think my clothes are trying to kill me."
2/28

"My grandma got a Furby."
3/14

Heard in the Halls

Overheard and out of context

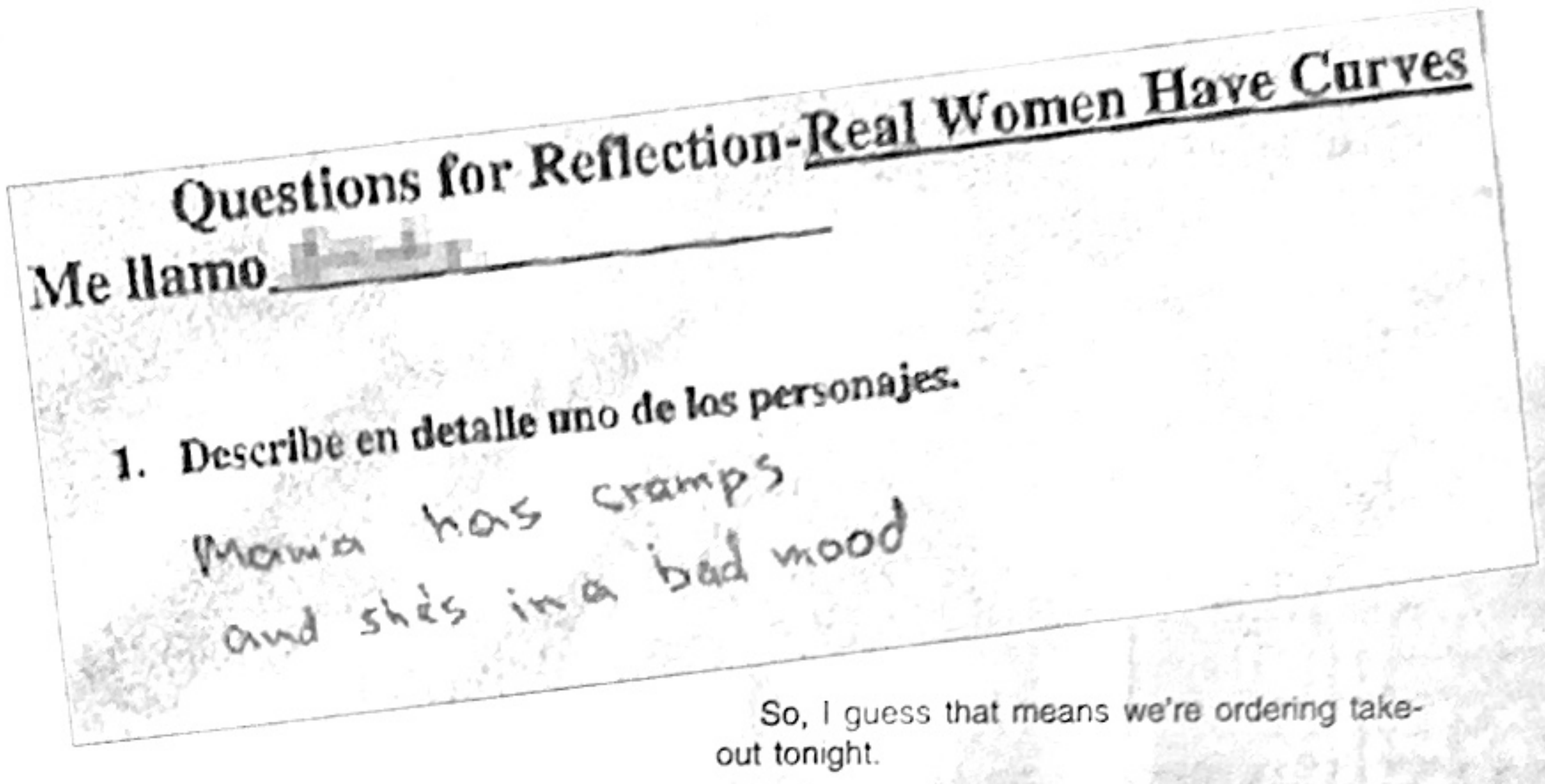
"But it's a hamster! You can't flush a hamster!"
3/14

"She always repeats everything. It's like Nelly and Tim McGraw over and over again."
3/10

FOUND IN THE HALLS

You know that note about your secret crush, the one you wrote to your best friend during science? Yeah, well, we found it. First we gave you Heard in the Halls, and we know you LOVE it, so we decided to give you more. Turns out, not only do students say funny stuff in the halls, but they also write bizarre stuff, too. The Shakerite found hilarious notes, letters, lovey-dovey poems and other miscellaneous messages that were clearly never intended to be found. Found in the Halls is based on "Found Magazine," a collection of miscellaneous writing found across the nation. Here's Shaker's own rendition, with writings uncovered in corners and back ways across the school in the last year.

Compiled by Leah Hitchens and Miriam Moore



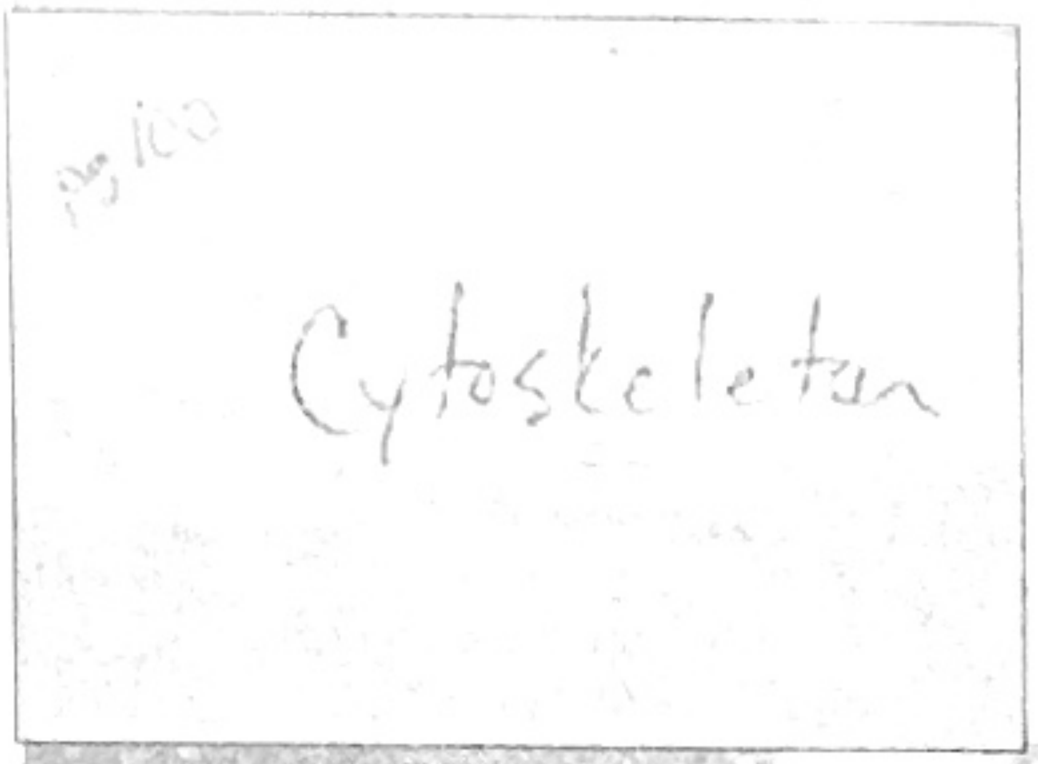
Questions for Reflection-Real Women Have Curves

Me llamo [redacted]

1. Describe en detalle uno de los personajes.

Mama has cramps
and she's in a bad mood

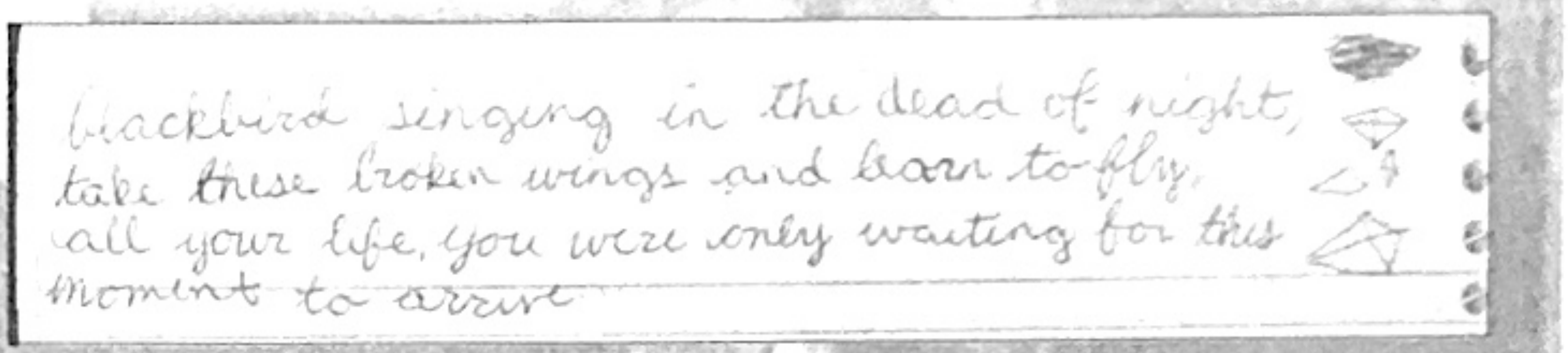
So, I guess that means we're ordering take-out tonight.



pg 100

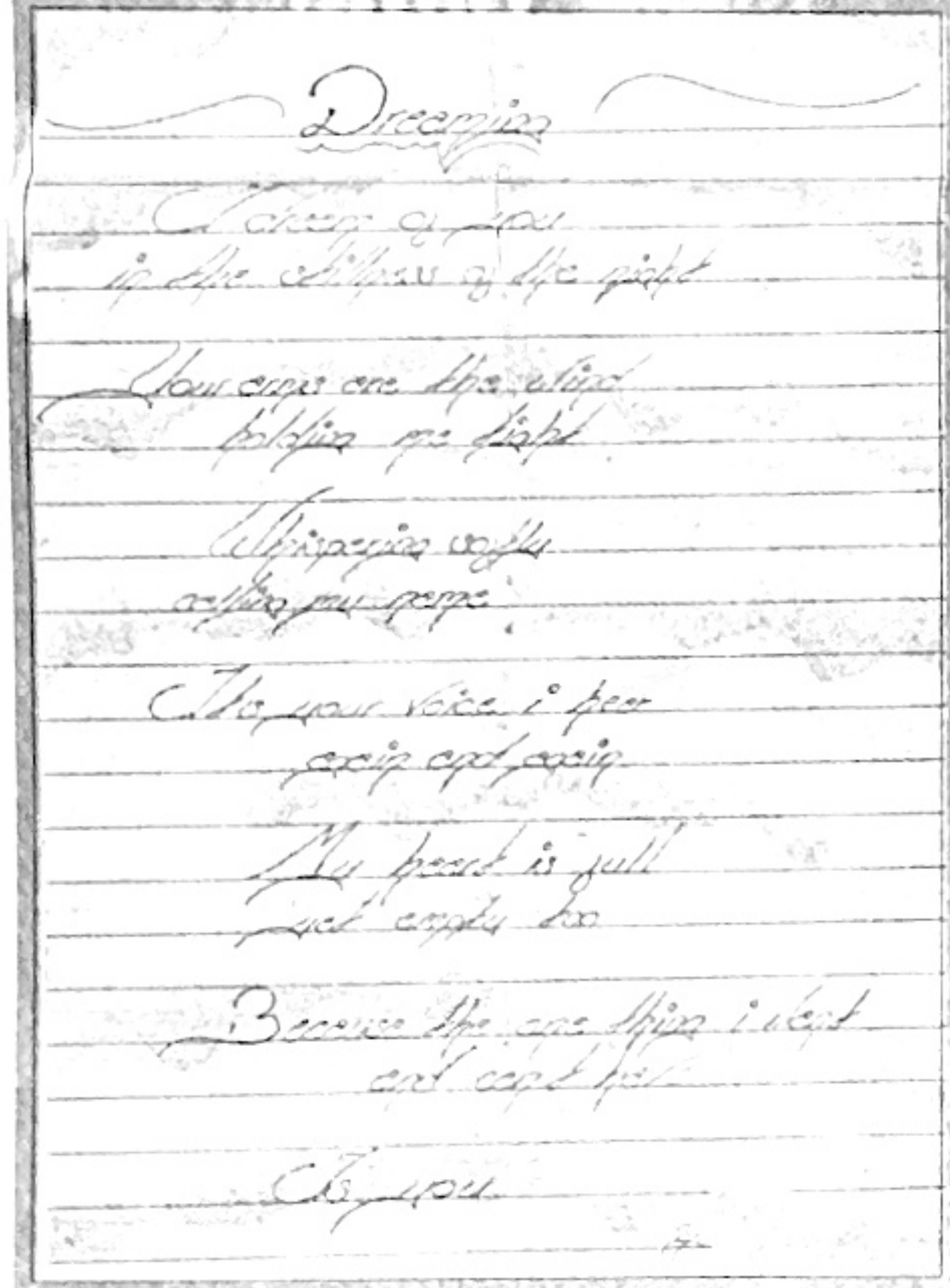
Cytoskeleton

Some poor biology student won't know where to find the cytoskeleton in his textbook. Let's hope he can figure out what the definition is before the big test.



blackbird singing in the dead of night,
take these broken wings and learn to fly,
all your life, you were only waiting for this
moment to arrive

Written on someone's history notes. This person clearly is a fan of the Beatles—and kites?



Dreamin

Dreaming of you
in the stillness of the night

Your eyes are the stars
holding me tight

Whispering softly
calling my name

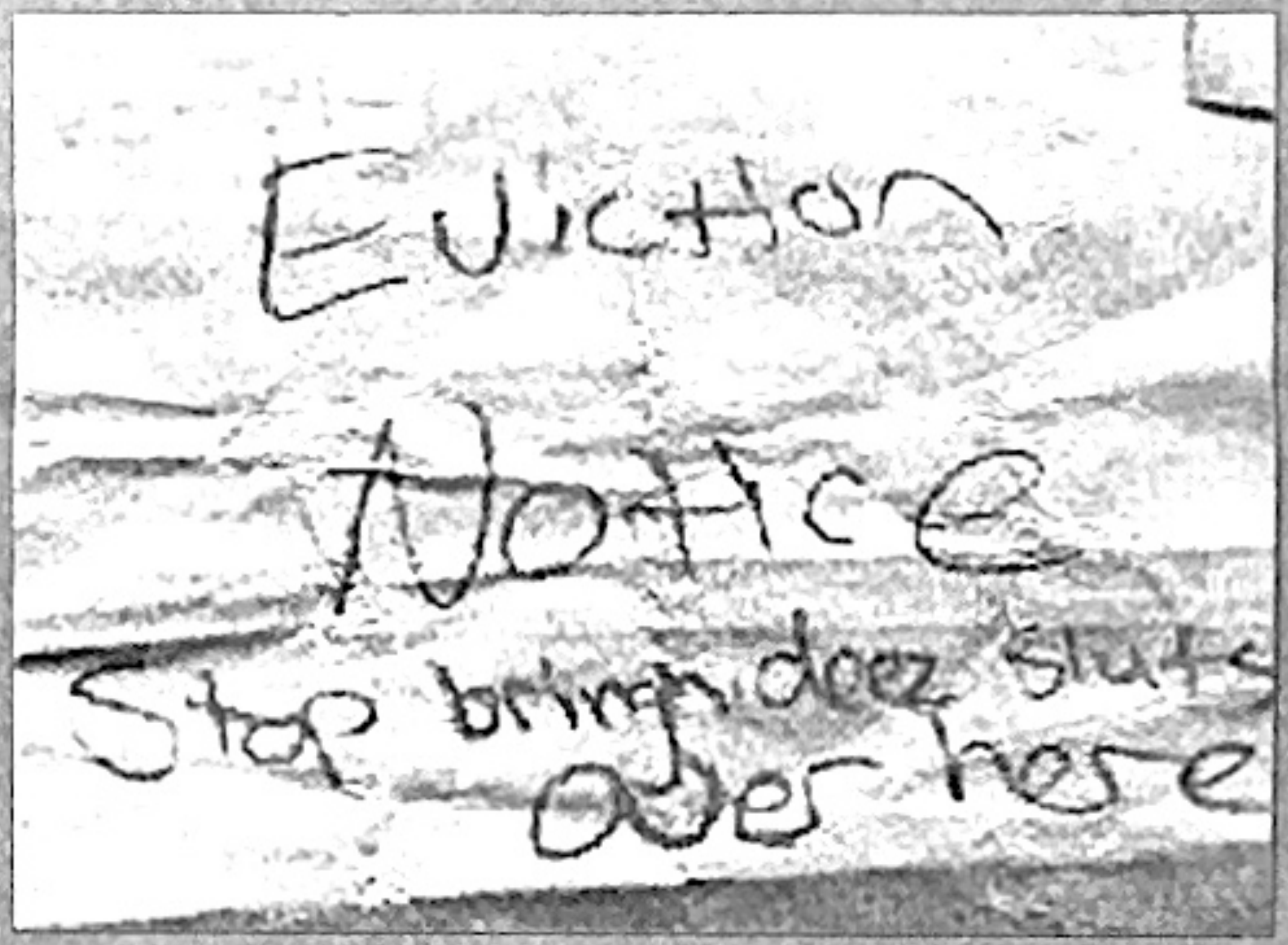
Tho your voice i hear
again and again

My heart is full
and empty too

Because the one thing i want
and can't have

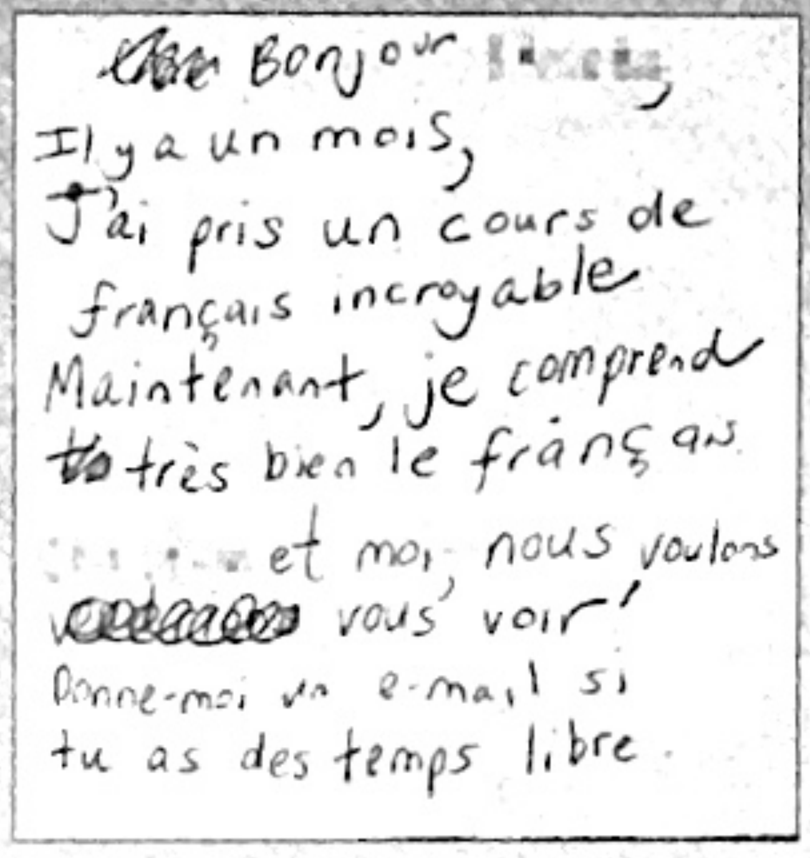
Is you

This wonderful, sappy poem about dreaming about a crush is truly adorable. I hope he loves you, too.



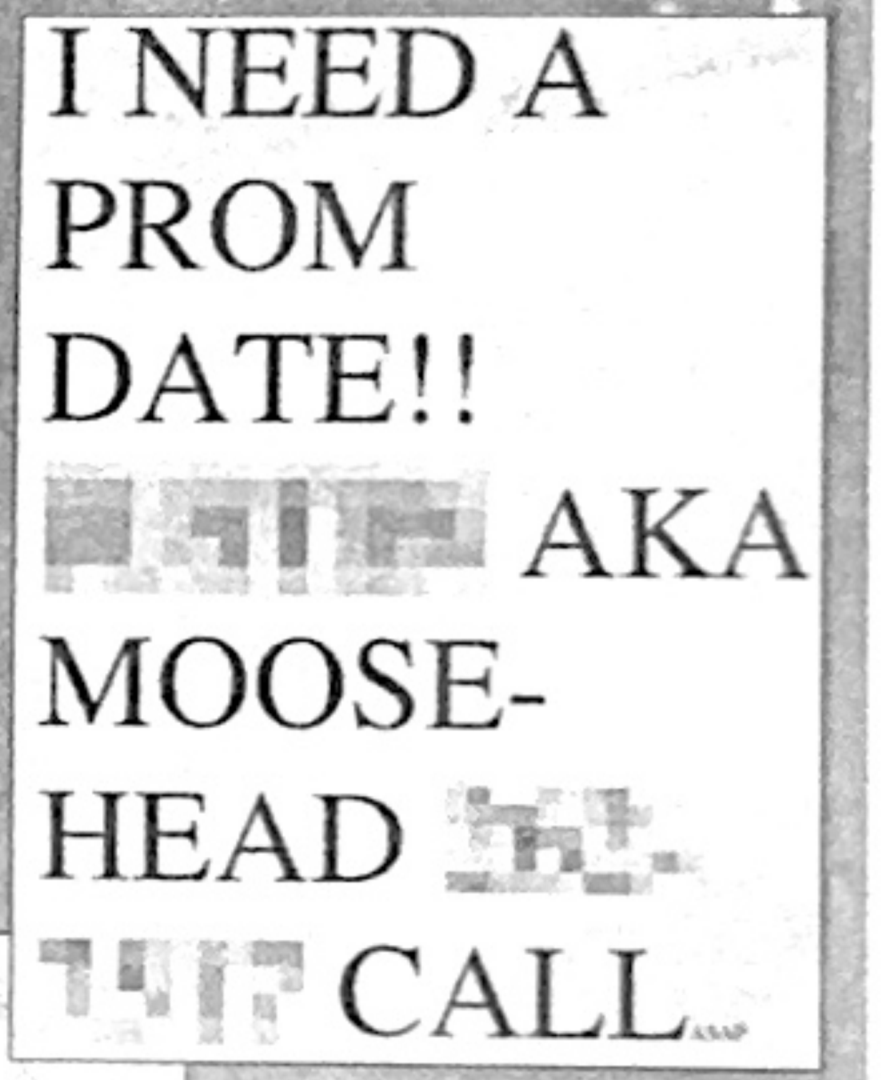
Eviction
Notice
Stop bringn deez sluts
over here

Wherever "over here" is better be an English class.

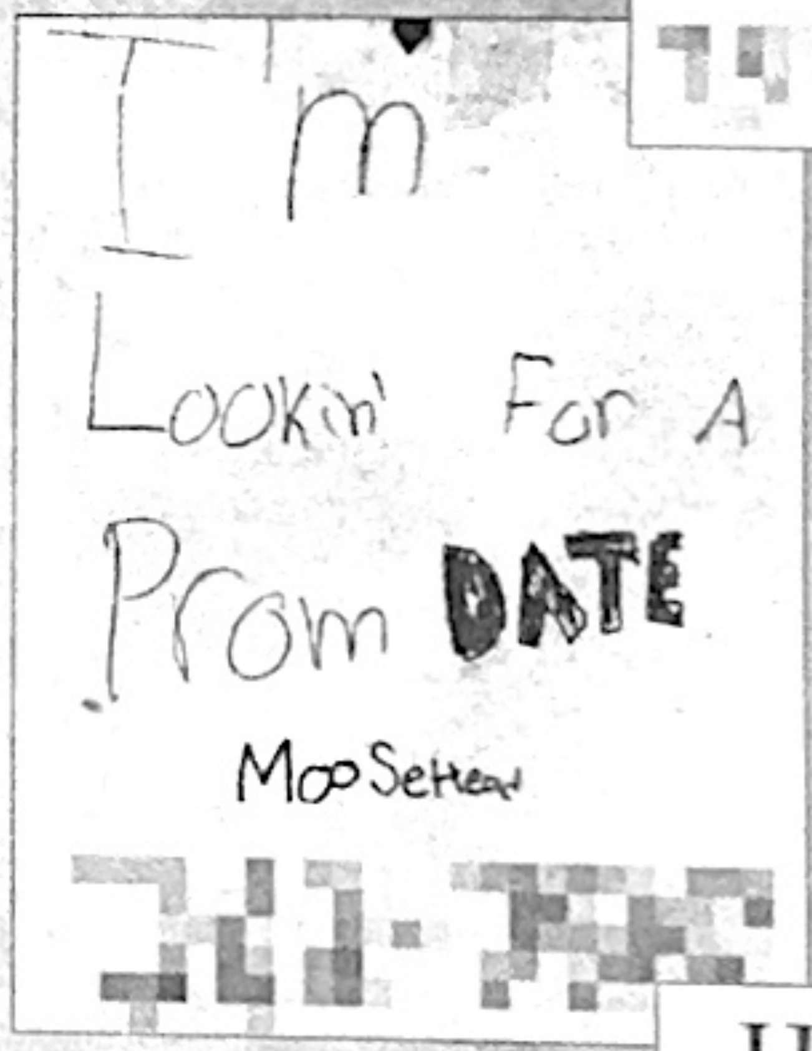


Bonjour [redacted],
Il y a un mois,
J'ai pris un cours de
français incroyable
Maintenant, je comprend
très bien le français
[redacted] et moi, nous voulons
vous voir!
Donne-moi un e-mail si
tu as des temps libre.

Ma cherie amour! Your French is flawless. Maybe you could have even received some extra credit points for passing notes written in French. Oh well . . . or should I say, "C'est la vie!"



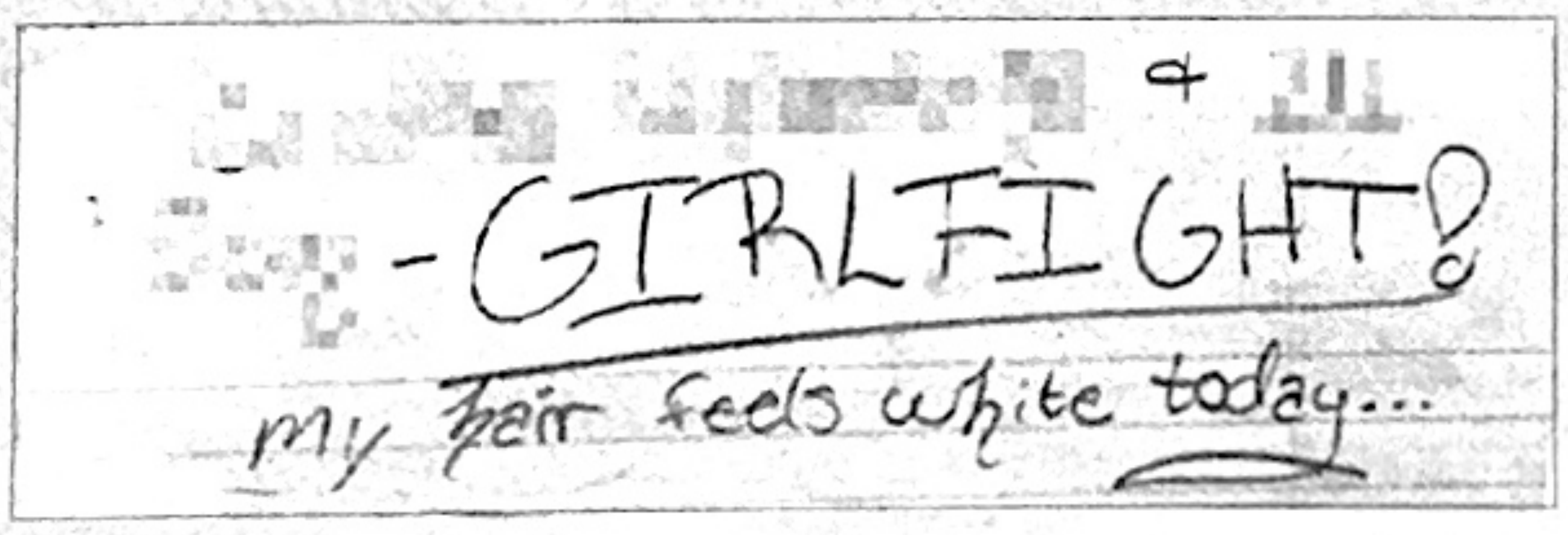
I NEED A
PROM
DATE!!
[redacted] AKA
MOOSE-
HEAD [redacted]
[redacted] CALL...



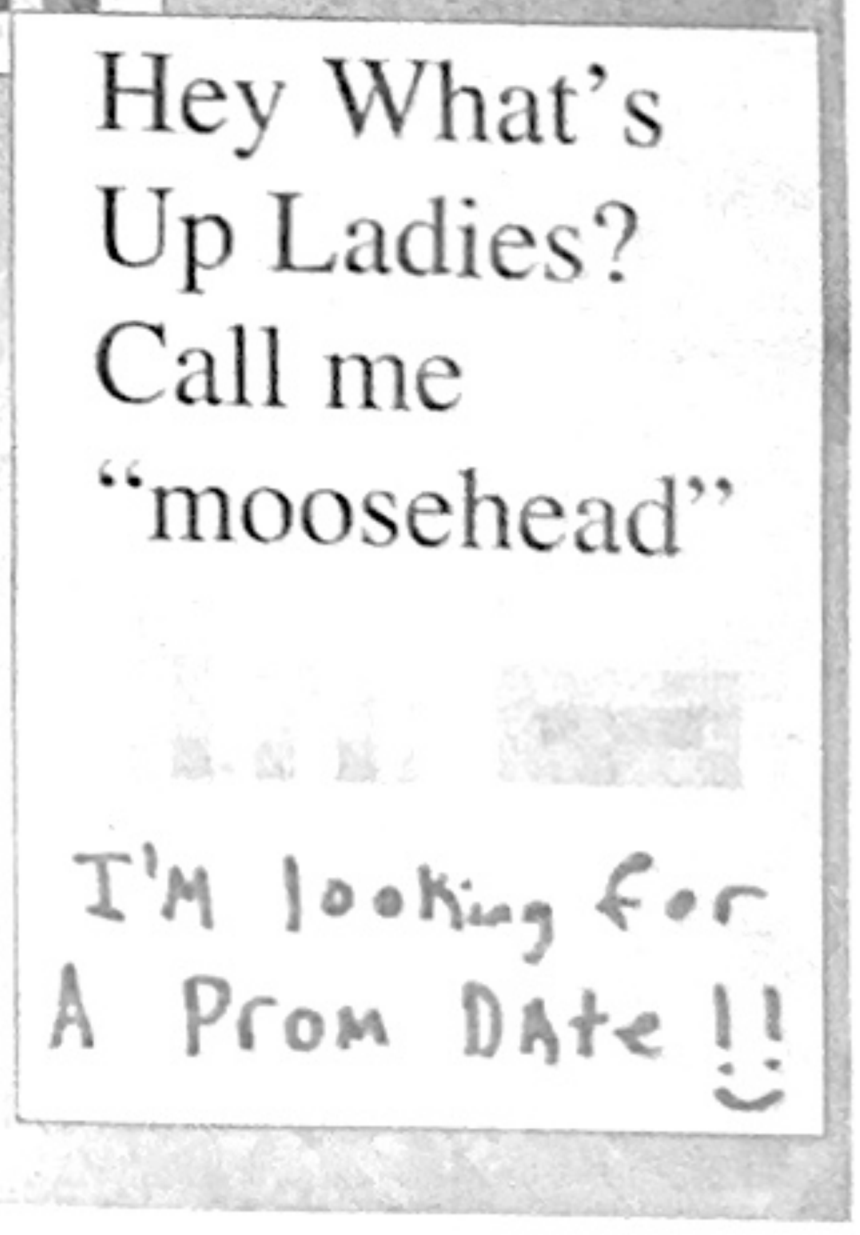
I'm
Lookin' For A
Prom DATE
MooSehead
[redacted]

We've heard of campaigning for Student Council, but for a prom date? Moosehead, Moosehead, Moosehead! Tsk, tsk. The way to get a nice girl is NOT to post signs around the school. It's not romantic, and you sound really desperate. Good luck getting a date to prom.

This is written proof that our generation has ADD. Maybe it's stream of consciousness: I heard about the girl fight! Fight rhymes with white. My hair feels white today.



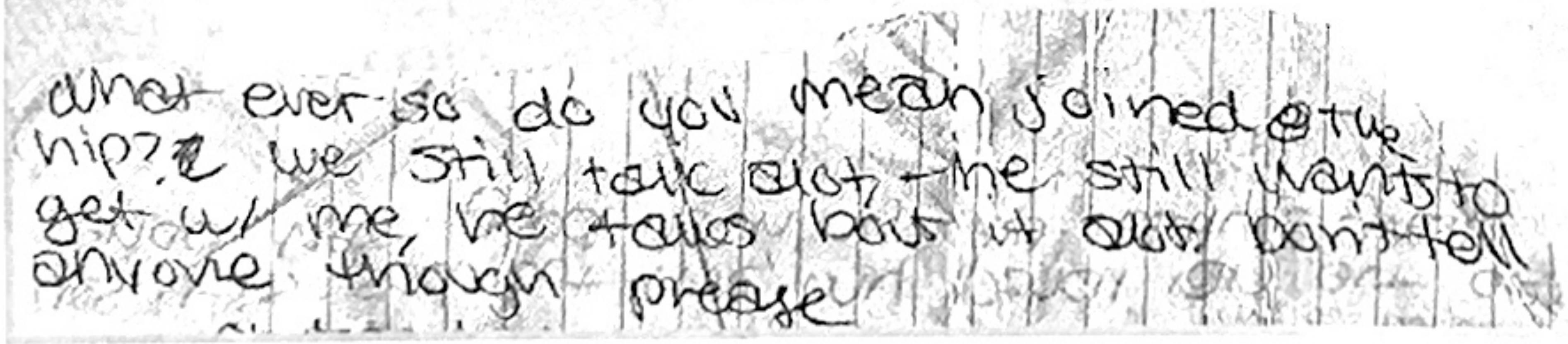
[redacted] & [redacted]
[redacted] -GIRLFIGHT!
my hair feels white today...



Hey What's
Up Ladies?
Call me
"moosehead"

[redacted]

I'M looking for
A Prom DAte!!



what ever so do you mean joined @ the hip?? we still talk alot - he still wants to get w/ me, he talks bout it alot. Don't tell anyone though please

Who's joined at the hip? Oh, and unfortunately, the whole school knows about it now.

A DAY WITH THE SHAKER POLICE

Jason Plautz • THE SHAKERITE

POLICE OFFICER PAUL Rypinski attempts to open a locked car door after the owner locked the keys inside.

FROM RIDEALONG PAGE 1

"We'll get mostly alarms, accidents, service calls, stuff like that. The night shift's different."

Waiting at the intersection for something to happen (two cars ran the light, but Rypinski decided to let them go), Rypinski described his job. One day a week when he is off-duty at the station, he works independently for the security department at the high school. However, he tries to keep his time at school positive. "I try to build a relationship with the kids on a positive basis . . . it gives me an opportunity to see kids in a more friendly position," Rypinski said. He described himself as a liaison to the administration, saying he'll step in if there's a safety issue, but mostly tries to let principals handle any situation.

At 7:40, we got a call on the radio for a service call on Winslow. Someone had locked her keys in her car, and the police department offers a service to help people in this situation. We arrived at the scene to find the woman standing ankle-deep in snow next to her running car. After trying the force the lock with a piece of metal, he concluded that there was an anti-theft device blocking him and that trying to open the door would "do more damage than good." He went back to the dismayed woman, who was warming up in the police car, and tried to offer her as much help as he could, giving her advice on whom to call.

Around 8 a.m. we drove over to Laurel School to dole out parking tickets. Rypinski said that residents have been calling to complain about cars parked illegally on the streets around the school. "We have to be proactive . . . don't just wait until something is out of control," Rypinski said as he pulled out the pink slips. He helped me fill out tickets for cars blocking the sidewalk.

As he went to paste them on the cars' windows, a mother came out to argue with him about the parking situation. Rypinski calmly told her to take it up with the administrators. "I don't make up the rules, I just enforce them," he said. Shaking his head as he walked back to the car, he said that people argue more about parking tickets than any other violation."You'd think the building was on fire the way people run out of here when we start writing tickets," he said as parents hurried out to move their cars. In all, we wrote six tickets around Laurel before moving on to University School and Hathaway Brown.

Driving to check on a woman who was locked out of her car, Rypinski and I discussed the March 8 student protest in Hudson. (About 400 Hudson students walked out to protest the dismissal of their principal, drawing police response. Police used pepper spray to control students and made two arrests). He said that based on what he saw on the news, he felt the police responded in an appropriate way. "When [the students] start disrupting the peace, it becomes a safety issue . . . by doing nothing, the police condone it. When kids start getting disruptive, the police have to intervene."

> "If you treat people with respect, they'll treat you the same way."
>
> Paul Rypinski
> Police Officer

Rypinski keeps in radio contact with the high school. "It's important to know what's going on," he said, radioing in to Mark Desmond, a security guard at the school. We met Desmond, then wrote some parking tickets around the oval (my apologies to anyone who got a ticket).

"A good policeman never goes hungry or wet," Rypinski said, as we drove to our next assignment — a 10:30 a.m. breakfast at Yours Truly. We took the booth in the back ("I like to be able to watch the whole restaurant," Rypinski said) and met his friend Vince Kovacic, a member of the community police unit. This department operates on the philosophy that the police should work as a part of the community. "It makes the police more approachable and accessible," Kovacic said. One of his duties in the unit is to go to high school health classes and display the "fatal vision goggles" that simulate vision after drinking.

The breakfast was quiet; our discussion was peppered by walkie-talkie reports of a stolen vehicle being driven through Cleveland.

Rypinski said that a significant goal of his interaction with students is to build respect. "If you treat people with respect, they'll treat you the same way," he said. He also said that he tries to stay positive. "There are little differences in people, their attitudes. The big difference is whether they are positive or negative," he said as he waved to a child at Yours Truly and flashed the lights on the car.

At 12:30 p.m., the real action began. On a coffee run at the Fairmount Arabica, Rypinski got a call. I followed him out the door and got in the car, where he turned on the lights and sped off down the street. The police radio broadcast scattered reports of a robbery. "The suspect is on foot," came the dispatcher. When we arrived the police perimeter officers had established around the Lee Road and Scottsdale Road area, the site of the robbery. Rypinski and I scanned the area looking for the suspect, a tall, black male wearing a red do-rag. After 15 minutes of tense searching, the suspect was discovered hiding in a garage only a block away from our car.

The excitement continued as we searched for evidence then went to the scene of the robbery and assault to interview the victim. Rypinski noted that this spontaneous event was sometimes characteristic of a day shift. "Nothing, nothing, then BAM!" he said. He added that the event mirrored the desktop exercise that began the day. "These things train us for real-life situations; we set up the perimeter just like we practiced in the morning," he said.

After helping to file a report on the robbery, Rypinski and I returned to the station to end our day. I told Rypinski that my previous perception was that Shaker was a sleepy town and that the police had very little to do. "That's a good sign," Rypinski said. "It means we're doing our job and suppressing crime. When most people get a good night's rest, it means I'm out there doing my job."

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RECYCLE THE SHAKERITE OR THE TREE DIES!

The struggle for diffraction

JUSTIN GREENLEE
GUEST WRITER

We are a community and a school that prides itself on tolerance. Tolerance of race. Tolerance of beliefs. Tolerance of a lack of snow days. We are a group of people who believes that everyone should be able to step to his own beat. We are a rainbow of colors, backgrounds and beliefs. However, I am afraid our focus on the importance of our differences is being lost because one practice, one view is not tolerated - the belief in truth.

To say I am right and you are wrong is a cardinal sin. Anyone who says there is *one* right and *one* wrong is seen as intolerant. People say truth has to be individual. It has to be relative. I can't say that it is wrong to do drugs, under any circumstance. I can't say it is wrong to get drunk. I can't say that I think "The O.C." is disgusting. I can't say that no one should go to hockey games because of gay slurs in so-called "cheers." I can't say that assisted suicide is wrong, sex out of wedlock is a sin, or, most important to me, Jesus is God. I can't say these things because according to our definition of tolerance, there is no right and wrong, and I shouldn't say there is. I am a Christian, and I try to live my life after Jesus' example. I can't follow my religion without a definitive idea of right and wrong. It bothers me that clubs like Students for God are challenged, people who gather around the flag pole to pray are criticized, and because I am a Christian my nickname is "Jesus." We are no longer a tolerant school.

We should be looking at each other like we are looking through a prism. The prism is our common belief in acceptance and tolerance, which we peer through to discover the beauty in our diffraction. But we are looking through it the wrong way. We see the diffraction of our differences, and we believe our diversity has to be condensed into one belief. It is the belief that no one can *believe* in anything. We get caught up in a melting-pot mentality and forget why we are different. What is the cause of the corrosion of our diverse identities? We have stopped believing in truth.

I want to believe that my beliefs are the truth. That's the only way I can find meaning in life. If we want to start believing in true diversity again, we need to stop demanding that everyone filter his beliefs into a common neutrality. If we do that, we are demanding uniformity. Teachers withhold their religious and political views from us with the idea of letting us make up our own minds, but the underlying message is that religion and politics skew the way we look at the world. Truth belongs in churches, not in classrooms, courtrooms, or beside the water cooler. Believing in truth and respecting other people's beliefs are not irreconcilable. Intolerance is *hating* someone because they disagree with you. Tolerance is *loving* someone when they disagree with you.

There is nothing that can be done quickly to cure the "intolerance of tolerance." I ask that the belief in an ultimate truth be respected just like all other beliefs, and that we open our eyes to our differences instead of being consumed by how we might offend one another. You might believe in one truth, or you might believe in many truths. Either way, you believe what you're saying is right. Let's be proud of our differences again. We should struggle for true tolerance and leave our prejudices against truth behind.

The road to your career

By Meghan Thompson
COPY EDITOR

I want to be . . . an astronaut, a politician, an entrepreneur, a police officer, a poet, an engineer, an actress. The list of possibilities is endless, and since the first days of kindergarten, hopes and dreams for future careers have been fostered by the philosophy that a child can achieve anything with hard work and persistence.

At the high school, teachers and administrators hope that career dreams remain strong. The high school curriculum is designed to introduce students to a wide variety of subjects.

"We make sure students take strong core courses so that when students get to college they have the background to pursue their area of interest," guidance counselor Gerimae Kleinman said.

The PLAN test, taken in the fall of tenth grade, is a self-inventory test that shows students their aptitude and interests. The test includes a practice ACT and a survey that suggests possible areas of study.

Sophomore Anastasia Frank, who hopes to have a career in public health, found the plan test ineffective. "It wasn't really helpful. If you understood the questions, you weren't learning anything new about yourself."

The sophomore curriculum also requires tenth graders to do a career project in their English classes. The project uses the PLAN test results to guide students.

Elective courses also provide opportunities for students to explore different areas of study. Sophomore Julia Victor, who aspires to become a journalist and collegiate soccer coach, is enrolling in journalism classes next year to help her build a foundation for her career as a journalist. Other opportunities include business, drama, architecture, fashion and interior design, photography and graphic design.

Extracurricular activities allow students to explore multiple areas of interest. Speech and Debate Club may prepare a student for a career in law, while Student Council can give students hands-on experience in government.

However, according to Kleinman, nothing is as valuable as hands-on experience in the workplace. "Summer programs or jobs where you intern or shadow [are great.]"

Technology

Technology
Starting salary: **$41,000**
Growth by 2012: **100 percent**

In today's society, technology usually means high-tech computer-related gadgets and medical devices. However, technology also encompasses a broader spectrum of utilitarian devices. For instance, the wheel: primitive, yet ingenious and very much alive today.

Today, computers and the medical field provide new employment opportunities. A career as a technical support specialist entails helping customers with software and computer problems. Training requirements vary by company. The work requires knowledge and familiarity with computers, and might require a degree in computer science. People skills are also necessary to maintain good customer relations.

"I want to be an engineer," sophomore Hannah T'Kindt said. "I'm working hard in science and math. [Shaker's education] will provide a good foundation for my future career." T'Kindt chose engineering because her favorite subject is math. She is aware of changing technology. "I hope to learn more about technology by using computers."

Business and Communications

Business
Starting salary: **$37,000**
Growth by 2012: **30 percent**

Communications
Starting salary: **$25,000**
Growth by 2012: **27 percent**

"The business of America is business," and if we're talking about jobs, the statement holds particularly true. There are many types of businesses, from the small, privately owned dry-cleaner to the monster multi-billion dollar computer company Microsoft. From the salesperson at the Gap to the stock-broker, business careers are prevalent.

The Business/Education Department offers several courses that serve as an introduction to the business world. Courses include keyboarding and computer literacy, accounting, business/contract law, business principles, personal finance and marketing education. Additionally, Shaker Business Club teaches students about business.

Sophomore Meridith Weaver hopes to become an entrepreneur in the restaurant industry. A college tour for her older sister at the University of Michigan when Weaver was in fifth grade inspired her to have a career in business.

"My father serves as a role model. I dream of being successful," Weaver said.

Weaver plans to take business classes her senior year. She believes that a Shaker education can provide the necessary foundation for some students.

"If you take the highest classes, like honors or AP, you're challenged and you use your mind," Weaver said.

Science and Medicine

Science and Medicine
Science starting salary: **$35,000**
Medical starting salary: **$82,000**
Growth by 2012: **60 percent**

"I want to be a biologist or chemist," sophomore Zoe Gordon said. Indeed, there is a need for professionals in the science and medical fields to keep people healthy, to discover cures for diseases and to save the environment. Careers range from marine biologists to psychologists to genetic specialists.

Classes offered at the high school, such as biology, chemistry, environmental science and bioethics, provide the foundation for students wishing to continue science studies in college.

"I enjoy problem-solving and doing experiments. I'm working hard in my science and math classes," Gordon said.

Who knows? Your lab partner might just be the one to discover the cure for the common cold. However, science requires a lot of time in school and training on the job. Education for doctors is evolving, but typically involves four years of college undergraduate work (with an emphasis on biology and chemistry and other sciences), four years of medical school and several years of residency training. Doctors specialize in a specific area and are constantly changing practices and learning as science presents itself.

What career do you see yourself in as an adult?

22% Science/Medicine
21% Other
17% Entertainment
15% Business
10% Sports
8% Law
6% Education

Poll results based on a scientific poll of 84 people with a margin of error plus or minus 11 percent.

Compiled by Meghan Thompson and Leah Hitchens

Websites consulted: www.acpeople.com/au and www.careerplanning.about.com

Education

Education
Starting salary: **$32,000**
Growth by 2012: **25 percent**

Developing and educating our future leaders, teachers play a vital role in society. In 2002, 3.8 million preschool, elementary and secondary school teachers worked in the United States. Teachers must have a bachelor's degree as well as a state license or teaching certificate. Overall, job outlook is favorable for educators because of a rising population needing education.

English teach Aimee Grey didn't always aspire to go into education. She began training at college to become a pharmaceutical specialist. It was her work in the Adopt a School program tutoring underprivileged youth that made her realize her passion for teaching. "The 'spark' was the Adopt a School program," Grey said. "I realized that a job as a pharmaceutical technician was not the most fulfilling because I am a social person."

Law

Law
Starting attorney salary: **$52,000**
Growth by 2012: **17 percent**

Addicted to Court TV? A career in law might be in your future.

Law affects our everyday lives, from entertainment to obtaining our driver's licenses, to standardized testing. Careers in law include jobs in government and corporate environments as well as independent practice. Law work requires strong debating, writing and oratorical skills, resourceful investigation, and critical thinking skills. A law degree and a license are necessary to practice as an attorney; however, other positions, including court reporters and paralegals, do not require a lawyer's license. In our complicated society job prospects for lawyers are favorable.

Joining the Speech and Debate Club may provide a student with valuable debating and public speaking experiences.

Freshman Thomas Neil believes the experiences at the speech tournaments will benefit him. "In my event, impromptu, you have to speak on a variety of subjects . . . you have to think on your feet."

Adviser Robert White also advocates the benefit of speech and debate. "You learn how to research an argument, think on your feet, anticipate arguments and view both sides of an argument."

Athletics

Athletics
Starting salary: **$100,000**
(varies by sport and skill).
Growth by 2012: **20 percent**

For many high school students across the country, a career as a professional athlete is life-long fantasy. Professional baseball, football, hockey, soccer, skateboarding, and lacrosse are among the many sports that provide the means for a career in athletics. However, for most of us, high school sports will mark our greatest glory in athletics.

But just because one can't make it to the pros doesn't mean that his or her passion for sports must go to waste. Careers in coaching and teaching physical education allow former athletes to share a love of the game with others.

Physical Education teacher and track coach Henry Woodard enjoys coaching because, "it's a profession where you see results immediately, and that makes it worthwhile." He suggests that students considering careers teaching athletics have experience participating in sports. Although it is not necessary, it helps one to develop an "inside understanding."

"[Most P.E. teachers] develop a love. They just love what they're doing," Woodard said.

Politics

Politics
Starting salary: **$26,000**
Growth by 2012: **11 percent**

Today president of Student Council, tomorrow...president of the United States?

A career in politics is an option for many Shaker students, especially those with experience in student government. Such a career requires (most of the time) strong people skills, an intelligent mind and leadership qualities. However, in a democratic society, the ability to capture votes is essential.

Student Council provides experience in politics, from campaigning to decision- making. The student-run government tries to closely simulate the democratic voting process. Student candidates campaign for offices and give speeches, while the decision is left up to the members of the class.

Sophomore class representative Erin Campbell, who is considering a career in politics, feels that her role in council has taught her about being a leader. "I've learned leadership qualities and about teamwork . . . [teamwork's] an essential life skill."

Thomas Bostwick • THE SHAKERITE

Five new lax coaches take the field

•Grimm, Brown return to Shaker to help women's team as assistants

FROM LACROSSE PAGE 16

Ayers believes the relationship she has with her players is very important and is very impressed with what she had seen so far.

"I was volunteer assistant coach of the field hockey team, so I've been in contact with a lot of the players since the fall," Ayers said. "They are a great group with tremendous experience."

Although Ayers is impressed with what she has seen, she is still unsure of what the upcoming season will bring. She said she is unable to predict how the team will do because she has yet to see the competition.

Also, Ayers has yet to see her team play outdoors.

"We can look great in the gym and then go outside and stink. We'll just have to wait until the weather gets better," she said.

Junior Julia Shatten has enjoyed working with Ayers.

"She has a lot of experience with both lacrosse and with other sports. She is an athlete herself so it's easy for her to relate to us," Shatten said.

Returning assistant coach Tod Torrence is very pleased with the job Ayers has done so far.

"She has been great. She's taken good players and installed a new system," he said.

Torrence praised her ability to communicate with the players and believes that the team is heading in the right direction.

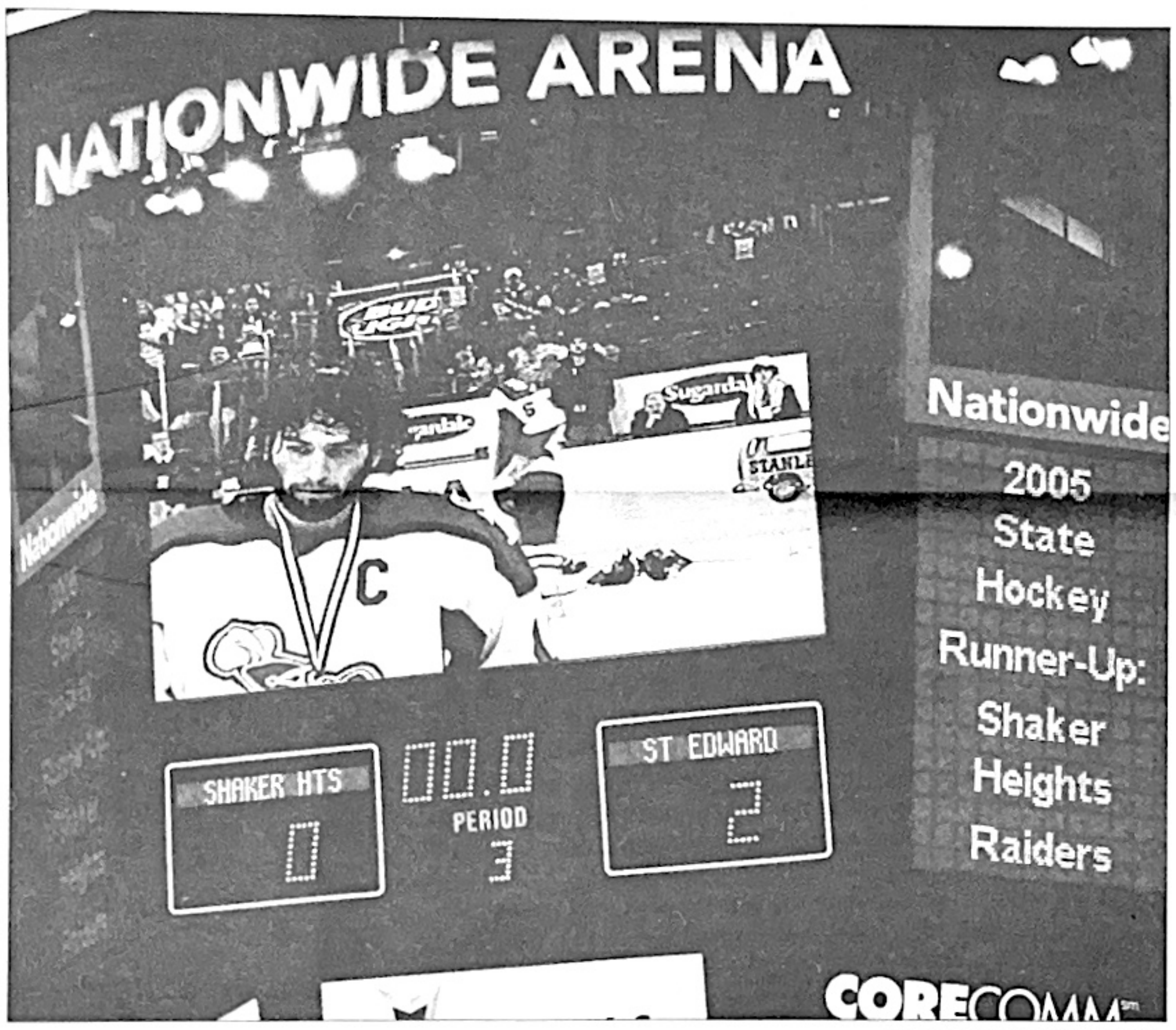
"This is a championship team, and they are trying to get back to that level," Torrence said.

> "[Ayers] has a lot of experience with both lacrosse and with other sports."
>
> Julia Shatten
> junior lacrosse player

HEAD WOMEN'S LACROSSE coach Chantal Ayers speaks to sophomore Laura Stern on good offensive form. This will be her first year coaching the Shaker squad.

Dan Snider • THE SHAKERITE

Eagles fly away with state championship



David O'Connell•THE SHAKERITE

THE JUMBOTRON AT Nationwide Arena displays senior defender Matt Koletsky's reaction after recieving the runner-up medal Mar. 5. The Raiders fell to St. Edward for the state championship game 2-0. "It takes a lot of work to get there," Koletsky said, "but I had my eyes on the prize. It's not what I wanted."

By David O'Connell
SPORTS EDITOR

"It was really hard to see the Ed's kids get the gold medals," junior center David Goldsmith said.

Goldsmith's view was prevalent within the Raider hockey team (24-8), which fell to the St. Edward Eagles (29-10-1) Mar. 6 in the state championship game in Columbus' Nationwide Arena. The Eagles also earned the title last year after defeating University School 8-0. Shaker's last state championship win was against Padua in 2001.

The Raiders held the defending champs scoreless for two periods but allowed two goals to St. Edward's forward Jeremy Lascko in the third period. All of the Raiders' 21 shots were stopped by St. Edward's goalie Everett Graves.

"It takes a lot of work to get there," senior defender Matt Koletsky said, "but I had my eyes on the prize. It's not what I wanted."

The teams played at the home rink of the NHL Columbus Blue Jackets. Shaker players enjoyed the luxuries that professional hockey players receive.

"The whole experience was surreal," said Koletsky. "It's what we dream about and we're the first Shaker team to play at the arena."

The team went on a tour of the facility and used the locker room there. Players appreciated playing on the professional rink.

"The spotlight introduction was amazing. You're skating onto the ice without seeing anything," said Goldsmith, "with the student body cheering behind you as you come out. It's exhilarating."

"We were treated like a pro team; our faces on the Jumbotron, instant replay — none of us will ever experience it again," senior goalie Alex Antolino said.

After the game, the teams shook hands three times – once after the buzzer, and again after each team received its respective medals.

"Anyone who has played under Coach Bartley knows he demands as well as expects class out of his players," said Koletsky.

Shaker was recognized by OHSAA commissioner Dan Ross for their sportsmanship. Antolino appreciated Ross' recognition of the team.

"Hearing him say that made us feel proud to be part of the Shaker tradition," he said.

> "It was really hard to see the Eds kids get the gold medals"
>
> David Goldsmith
> junior hockey player

Swimmers place 15th

By Meagan Steiner
SPORTS EDITOR

Juniors Jack Reed and Corbin Sykes and seniors Colin Murphy and Daniel Rosenfeld competed in the men's 200 medley relay at the Ohio High School State Swimming and Diving Championships Feb. 25.

The Raiders entered the meet in 21st place but moved up to 15th with a time of 1: 40.94 seconds.

"They were very pleased and very successful to move up a few spots. That was very impressive," said head swimming coach Eric Peterson, who can't recall a year when Shaker didn't send swimmers to the state meet.

Sykes, who swam breaststroke, said he expected the relay team to make it to the state level because they worked harder this year than they ever had before. It was the first state championship for the team.

Peterson said the relay team members have consistently attended optional but strongly encouraged practices at 5:45 a.m. two to three times a week since January. He said their hard work, experience and leadership contributed to their success.

"We worked hard all season and it was a goal that we kept in sight the whole season and we had a spectacular Districts meet, so after that we deserved the qualification," said Murphy, who swam butterfly.

Rosenfeld said his teammates and the cheering and energy at the state meet motivated him.

"We just psyched each other up. Like when we're just standing there we're telling each other 'We got this, We made it to states. This was our goal for the whole year,'" said Rosenfeld, who swam freestyle. "We were trying to take our minds off of thinking too deep . . . that messes you up. We were using our skills we learned the whole year and just trusting in that."

Peterson said junior Alaina Sullivan came close to the state level in the 100 breaststroke. He hopes the men's medley relay and the women's 400 freestyle will return to states next year.

> "We were using our skills we learned the whole year and just trusting in that."
>
> Daniel Rosenfeld
> Senior freestyle swimmer

Morrison, Simon finish fourth at state finals

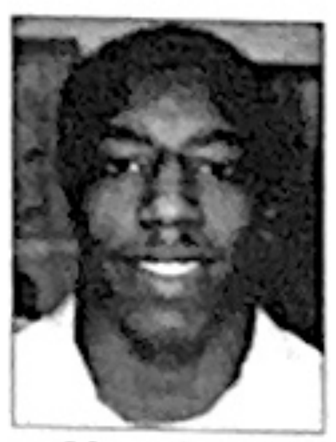
By Lauren Weiss
NEWS EDITOR

Shaker sent seven wrestlers to districts - the most in 35 years - and had four competing in the state championships.

"There were a lot of up and downs team-wise, but those kids who really wanted to be there stayed focused," head wrestling coach Marc Enie said. "Their effort really showed at the end of the season."

Seniors Corey Morrison and Nick Simon and sophomores Aaron Reese and Marcel Clopton attended the state meet in Columbus Feb. 24-26. Reese placed fifth in the 103-lb. weight division, Morrison placed fourth in the 189-lb. weight division and Simon placed fourth at 215 lbs.

Morrison and Simon qualified for nationals, but only Morrison will go.



Morrison

This was Simon's second trip to states. He placed sixth last year for the same weight class. He described this year's tournament as "crazy."

"It was nerve-wracking," he said. "I've never wrestled in front of that many people before."

Enie was very impressed by the wrestlers' efforts at districts, where Reese and Clopton each beat wrestlers to whom they had lost earlier in the season.

"Just making the state tournament is extremely difficult," Enie said. "[The sophomores] really stepped it up."

Simon said he expected the team to do well at states.

"All year we've been winning, so we got to the point where we expected to win," he said.

"Everybody wrestled really hard. They lost some close matches," Enie said.

THE MADNESS IS OVER

Top five things you wish you hadn't bet on March Madness

5. Your National History Day project
4. Your impressive college reccomendation letter
3. The account you were saving for Social Security
2. A small island in the Bahamas you don't own
1. Your prime parking spot on the oval

Dan Snider •THE SHAKERITE

Dan Snider •THE SHAKERITE

NEW DEFENSE COACH Steve Byrne (far left) demonstrates defensive positions for senior varsity midfielder Brian Horwich. The women's new head coach, Chantal Ayers, coaches junior Emily George. "Coach Ayers is really cool. She installed a new offense and she teaches us new things," sophomore Celeste Duval said.

Varsity lacrosse teams under new leadership

•Five new coaches, including three Shaker grads, join lax coaching staff

By Wesley Lowery
STAFF REPORTER

This season the men's and women's varsity lacrosse teams will have a combined five new coaches.

Their coaching experience ranges from none to more than 25 years in the game. While the players will face the difficulties that come with new coaches, they are excited for what's in store for the season.

Men's lacrosse

The men's lacrosse team has added both defense coach Steve Byrne and offense coach Bill Fallon to the coaching staff under returning head coach Craig Gallagher.

Byrne was a three-time all-American at the University of Virginia and was named to the Atlantic Coast Conference 50-year anniversary team. Byrne is also a member of the National Lacrosse Hall of Fame and has opened a fitness chain called Velocity.

Byrne's new fellow coach Fallon ('96) served one term in the U. S. Army. He is happy to return to Shaker and was part of the '96 state championship team. Fallon plans to keep his players well disciplined.

"I was very undisciplined when I played, so I'm trying to make sure our players aren't like that," he said.

Gallagher has been impressed with both of his new assistant coaches, calling them "quality coaches" and saying they both bring enthusiasm and new ideas to the team.

"There is a great respect between the players and the coaches. They interact well," Gallagher said.

All three coaches are excited about the upcoming season and believe that the team's leadership should carry them throughout the season. Gallagher added the team should be successful because they have a large group of seniors and players who have experience playing with each other.

Freshman Sam Weir has enjoyed learning from both of the new coaches and said the new coaches interact well with the players.

"The new coaches are great. They have lots of new ideas and techniques," he said.

> "This is a championship team, and they are trying to get back to that level."
>
> Tod Torrence
> assistant women's lacrosse coach

Women's lacrosse

Leading the women's team is new head coach Chantal Ayers, joined by new assistant coach Gillian Grim and new goalie coach Selena Brown, who works with the varsity, JV and freshmen teams.

Ayers coached at Holy Cross High School in Connecticut. She also spent three years coaching at Trinity College, a Division III school in Connecticut.

Both Grim and Brown ('98) are Shaker graduates and former players. Grim, who coached the JV field hockey team last year, was a member of Shaker's '96 women's state championship lacrosse team. Brown previously coached at Laurel School.

SEE LACROSSE PAGE 15

Steve Byrne
Defense coach, three time All-American, National Lax Hall of Fame member

Bill Fallon
Offense coach, Shaker grad, served one term in the army

Chantal Ayers
Head coach, coached for three years at Trinity College

Gillian Grim
Assistant coach, member of Raiders' '96 state championship

Selena Brown
Goalie coach, Shaker grad, coached lacrosse at Laurel school

Shaker fencers foil the competition

By Meagan Steiner
SPORTS EDITOR

"Foil fencers talk about their fencing, epee fencers talk about their weapon, and sabre fencers talk about themselves," explained fencing coach William Reith.

Fortunately, there are no sabre fencers on the Shaker fencing team. Indeed, the camaraderie that fencers share is junior Reid Albano's favorite aspect of fencing.

"I've been able to meet a lot of my really good friends," he said. "Also, you get to play with swords."

The high school's fencing team of about 15 members officially formed last year, although many Shaker students had previously fenced with Reith's Alcazar Fencing Club, which used Shaker facilities. Beginning in October, the team practices two hours three days a week. The team competes about three times a month from November to April, with about two-thirds of the tournaments hosted by Shaker because other schools lack adequate space for fencing.

"Having the Shaker high school program has helped other schools to be able to compete more often," junior Stephen Cabrera said, "so it hasn't just helped the school. It's helped the region in some way."

The team won the first four places in men's epee and first three in women's epee at the Northern Ohio Regional Championships March 6 and took second and third places in men's foil and second in women's foil. These wins secured the men's and women's epee and foil team trophies for the Raiders a week after a strong showing at the Cleveland Area City Championships.

"Winning is really fun, and even if you lose you can always get better. It's not just the other person being better than you, it's sort of how they're doing it," sophomore Carolyn Stange said. "One person might beat you one time but then you go and analyze what happened in the bout and you talk with your coach and work out a strategy for beating them next time."

Last year the men's and women's foil teams finished second at the state championship. Reith said he always brings fencers to the National Junior Olympic Championships in Texas. Juniors Cabrera and Michael Kaufman, freshman Alex Dimeff and sophomore David Coscarelli competed this year.

Coscarelli said that fencing doesn't receive as much attention as other sports do, but is a good sport to try.

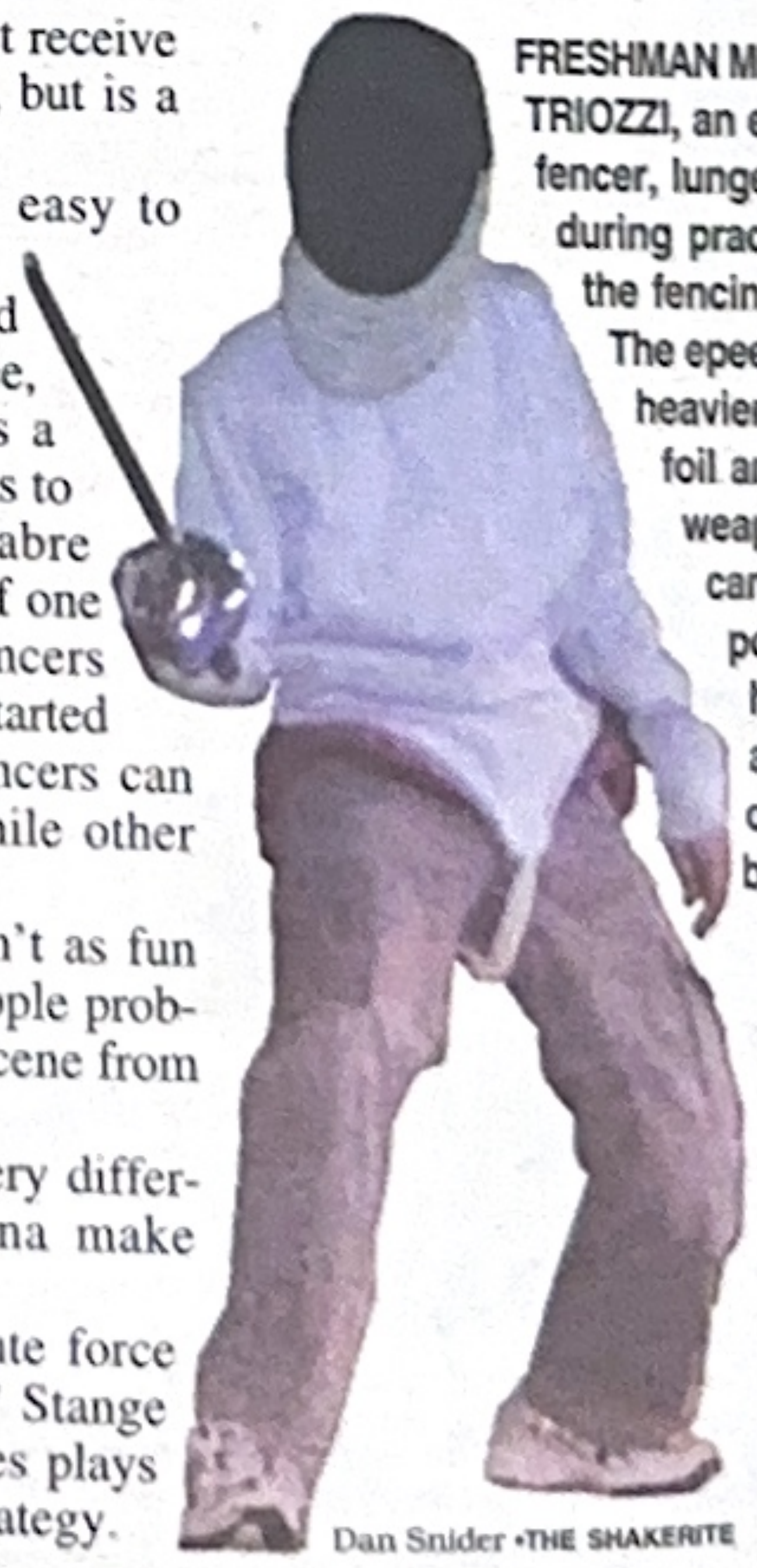
"It's easy to learn, but it's not easy to win," he said.

The epee is the heaviest and thickest of the three weapons. In epee, a hit to any part of the body earns a point, while in foil and sabre only hits to the torso score points. Foil and sabre also use right of way, meaning that if one fencer starts an attack and both fencers hit their opponent, the person who started the attack wins the point. Sabre fencers can only use the edge of the blade, while other fencers use the point.

Cabrera warned that fencing isn't as fun to watch as you'd think. He said people probably expect the sport to resemble a scene from a Zorro movie.

"Theatrical sword fighting is very different because in fencing you wanna make things small," he said.

"It's really a lot less about brute force than it is about skill and strategy," Stange said, adding that the team sometimes plays chess at practice to help develop strategy.


FRESHMAN MIKE TRIOZZI, an epee fencer, lunges during practice in the fencing room. The epee is heavier than the foil and sabre weapons and can score points by hits to any part of the body.

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